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VOLUME 14
No. 1

The Naval Aviation Physical Training Program . . . . . William H. Sullivan

Relaxation in the Emergency . Josephine L. Rathbone

A National Sports Program . Lamberto Alvarez Gayou

Physical Fitness for Wartime Demands . Ellwood Geiges

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Health and Physical Education

E. D. MITCHELL, Ph.D., Editor

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Certain activities are being stressed more than ever before. The army and navy have given us "pointers" in the right direction by outlining the program which they deem essential for physical fitness preparation.

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Education
War

The Naval Aviation Physical Training Program

By
WILLIAM H. SULLIVAN, JR., U.S.N.R.
Division of Aviation Training
Washington, D. C.

SINCE this Nation entered the war, many new organizations have come into being throughout the land. Among the war-born units is the Pre-Flight and Physical Training Section of the Navy's aviation training division. It is the opinion of many observers on the Washington scene that no new organization is enjoying a more healthy existence than that which guides the destinies of the physical training program for naval aviators.

The program is so extensive in scope that it does not lend itself easily to the pen of one who is trying to sketch lightly the outline of the vast picture. Yet, basically, there is something to work on, for there is ever present the realization that physical education has gone to war and is doing its share in the great battle. In the foreground is the picture of a healthy, youthful America, with tanned body, well-toned muscles, perfectly conditioned physique, and eyes which shine with anticipation for the task at hand.

Those who have had the opportunity to see the product of the physical training program for naval aviators are very happy about the results that are being attained. They realize that many months of planning must have preceded the inauguration of such a program, but few people visualize the manner in which such a fine organization has emerged from humble beginnings.

Development of the Program

A monthly kaleidoscopic review of the progress to date is at best a very poor substitute for a day-by-day story of the program. Yet, it might serve to touch the high points of a picture of which physical education may well be proud.

In early December Captain Arthur W. Radford, newly appointed Director of Aviation Training for the Navy, envisioned a physical training program for Naval aviators, a program which would have a prominent part in the overall training plan. A short time later Captain Radford called Lieutenant-Commander Thomas J. Hamilton into his office, told him of the important role that physical training would play in the work of aviation cadets and entrusted the work to Lieutenant-Commander Hamilton. It was late December when Lieutenant-Commander Hamilton went to Detroit to speak about the plan. His audience consisted of men who were attending the combined Convention of the National Collegiate Athletic Association, the American Association for Health, Physical Education, and Recreation, and the Association of Football Coaches. He explained the plan in well-worded language and his speech was regarded as a highlight of the convention. So were the results of the talk, for in no time at all some of the leading physical education men in the nation had signified their intention of giving up fine positions to enter the Navy.

In January the dream was put down on paper. The tentative proposed Physical Training Program for

Left to right: Lt. Comdr. Wickhorst, Comdr. Hamilton.

Editor's Note: This is the second in a series of articles dealing with the physical training programs of the armed forces.

Recreation is an important part of the program. One of the cadets (unseen) is providing some excellent entertainment judging from the expressions in the picture.

Naval Aviation was recorded in clear-cut decisive language by Lieutenant-Commander Hamilton. The mission, as set down in the plan, was "to train our pilots not only so they are more skillful in flying technique and knowledge, but in one year and subsequent training to place them on the field of combat stronger and tougher both physically and mentally." The plan included, not only suggestions in regard to physical training, but, also, outlined a proposed academic and military program. Accompanying the plan was a chart, suggesting the tentative organization at each Pre-Flight School. The plan was approved by officials of the Bureau of Naval Personnel and the Bureau of Aeronautics.

Then, the Pre-Flight and Physical Training Section of the Aviation Training Division had one small office and the staff included Lieutenant-Commander Hamilton and his secretary, but it wasn't that way very long.

In February an Advisory Council convened at Annapolis to discuss plans for the program and to aid in selecting personnel. Made up of men with the finest physical education and athletic backgrounds, the Council helped to get the program off to a good start. The members of the Council are: Mr. William Bingham, Director of Athletics, Harvard University; Mr. Ray Eckmann, Director of Athletics and Student Activities, the University of Washington; Major John L. Griffith, Commissioner of the Western Conference and Secretary of the N.C.A.A.; Mr. Jack Meagher, Director of Athletics, Alabama Polytechnic Institute, Auburn, Alabama; Dr. Elmer Mitchell, Director of Intramural Athletics, University of Michigan; Dr. Joseph B. Raycroft, Princeton University, leading authority on military sports in World War I; Dean Carl P. Schott, College of Physical Education, Penn State College; Mr. L. W. St. John, Director of Athletics, the Ohio State University.

The first of four indoctrination schools, conducted in order to familiarize the newly chosen officers with a background of naval lore and tradition, and to prepare the men for the task at hand, was conducted at the Naval Academy. It got under way in March with more than 200 men in attendance. All had been com-

missioned provisionally as officers in the Navy. Upon satisfactory completion of their course, the probationary status of the men was removed and they became officers of the line in the Navy. Included in the list of students were leaders from all fields of physical education and athletics. The roster read like a blue book of intercollegiate, amateur, and professional athletics in America.

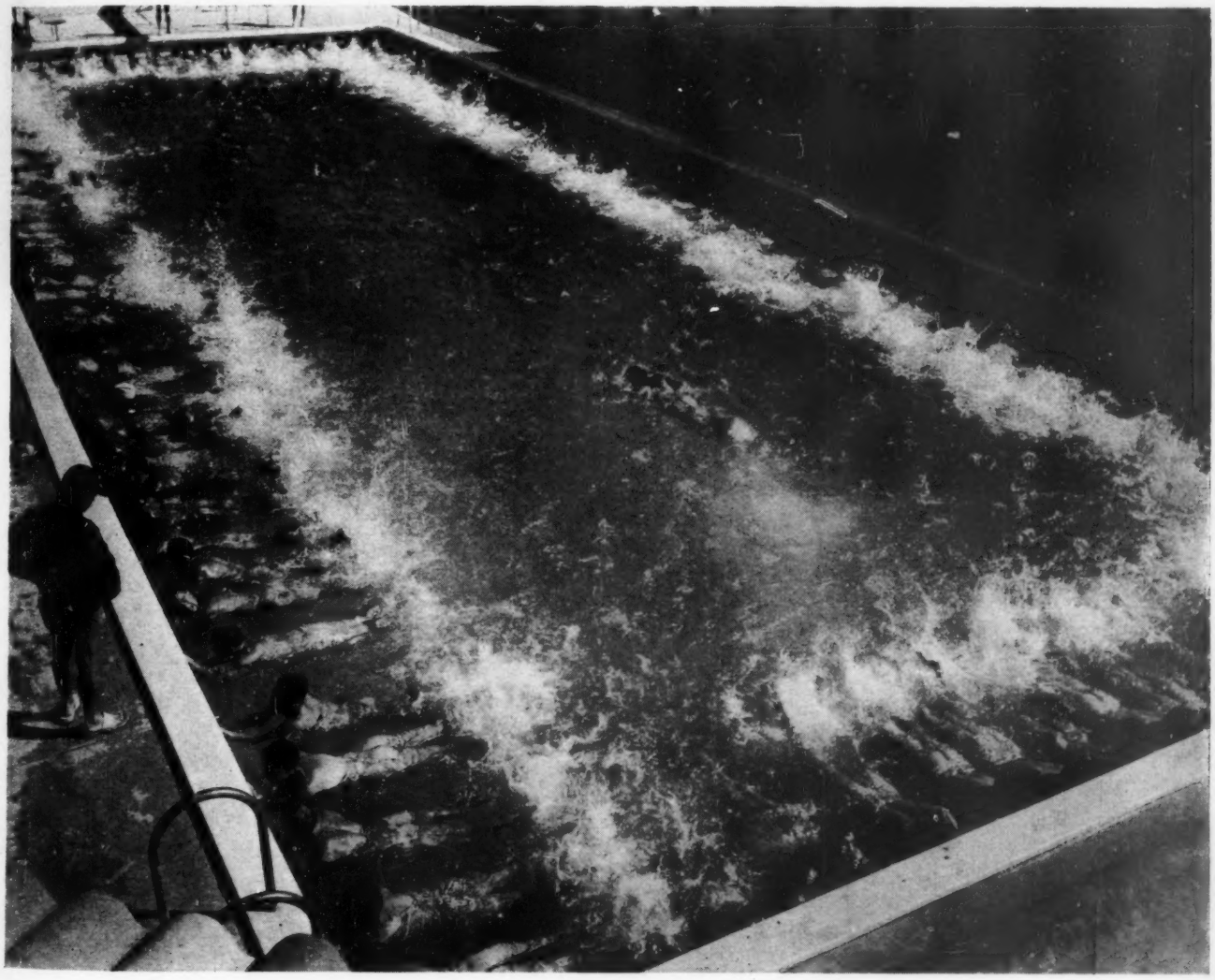
Another indoctrination school was conducted in April and an additional 200 men were enrolled. From early morning until late evening the officers to be went through the course which they were to conduct at the Pre-Flight Schools. They had to prove that they could take it before they would receive the chance to hand it out to the cadets. Meanwhile, endless hours continued to be the order of the day as the new organization began to expand in Washington. The sites of the Pre-Flight Schools had been determined and the institutions were getting ready to welcome the Navy.

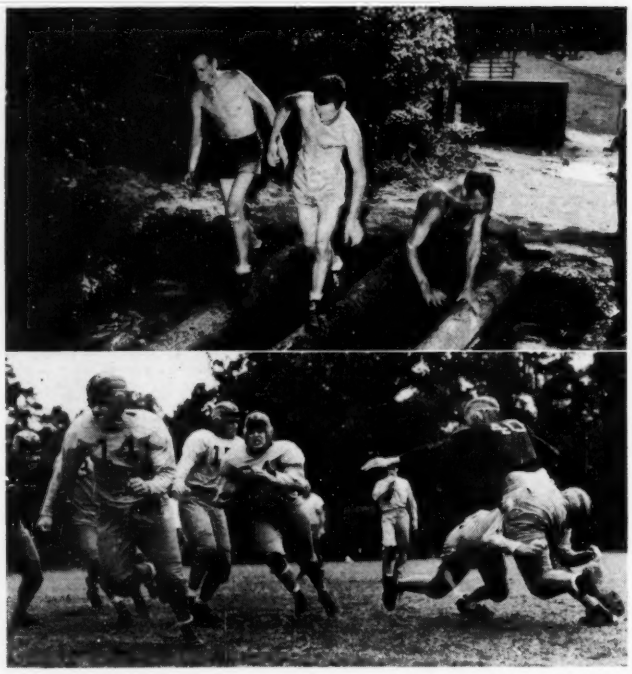
As soon as their indoctrination courses were finished, men from the first and second indoctrination schools hastened to the Pre-Flight Schools to help in getting them ready for the opening classes.

In May the schools at Iowa City and Chapel Hill, North Carolina, were commissioned and on the 28th day of that month they opened their doors to the first group of cadets. In seemingly no time at all the institutions were functioning just as normally as if they had been running for many years. June found the other schools, located at Athens, Georgia, and St. Mary's College, California, opening with little or no fanfare, but with an air of efficiency which left nothing to be desired.

The final indoctrination school was conducted at Annapolis in July and when the men moved on from this school to the Pre-Flight Schools, air bases, and air stations, the physical training program was really going along in good fashion with excellent staffs at all locations. August found the Navy furnishing a clear-cut answer to the hundreds of men who sought advice on how they might adapt the physical training program to the time available at their high schools and colleges. At the four Pre-Flight schools, coaching clinics were conducted, free of charge. More than 800 men attended, saw the Pre-Flight program in action and went away singing its praises and determined to adopt many phases of it in their own programs.

Swimming is a very popular sport at the pre-flight schools. Large pools make possible the handling of large groups.





These two pictures show the sports program in operation. Obstacle courses are excellent trainers. In the lower photograph, note the tense expressions of the players.

As the program continued to expand it became increasingly evident that the staffs would have to be enlarged. Thus, another indoctrination school was conducted at Chapel Hill, North Carolina, in August and September. About 100 men attended the school and prepared themselves for their important assignments.

By October the office had in its files a list of close to one thousand officers. The physical training of 30,000 cadets a year is handled by these men. The four Pre-Flight Schools which existed only on paper a few months before were now running full steam ahead with more than 1500 cadets at each school. Competent staffs at the air bases and air stations helped to maintain the fine condition which the cadets attained at the Pre-Flight Schools.

Official Washington had a look at the work of the cadets in November. It was between halves of a football game between the North Carolina Pre-Flight team and Georgetown University. The prize platoon from the Navy Pre-Flight School at Chapel Hill put on a precision drill which left the spectators speechless. Then a group of cadets from the same school boxed, played soccer, and put on a tumbling exhibition. They rounded out the evening with a race over a portable obstacle course. All in attendance were enthusiastic about the showing of the cadets.

Yet, when the war began everyone feared for the future of our young men because they came from a soft, loose, peacetime existence. Our young men who were soon to face the foe were the unwitting victims of a luxurious, lazy way of life. The juke boxes and convertible coupes might have contributed much to the pleasure of young America but they did not add much to the fortitude of our boys. Yet, these were the boys who would face an opponent rich in toughness, trained in a purposeful, wartime mental and physical system since childhood, steeped in a fanatical nationalism, supremely conditioned for the bloody business at hand, careless of life, and perfectly prepared for the kill.

The contrast was evident. So, too, was the fact that something had to be done—and quickly.

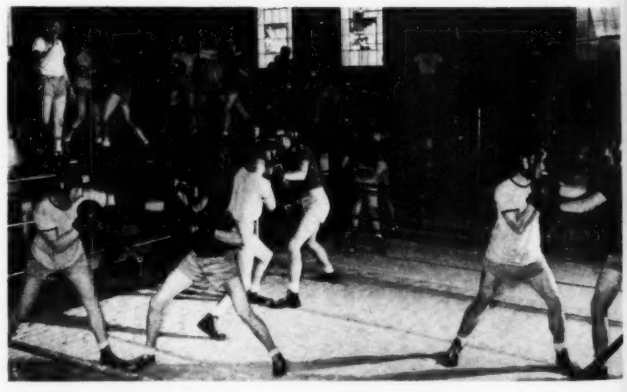
Naval Aviation Plans Thorough Physical Program

Naval Aviation chose as its solution to the problem the establishment of a thorough-going physical training program designed to make our flyers superior to the enemy mentally and physically. Warp and woof of the Naval Aviation Physical Training Program is the Pre-Flight School. Here the cadets receive instruction in physical training, military tactics, and academic subjects. Yet, the greatest stress is on the physical work. Competitive sports form the basis of the program in which a "sports for sports' sake" philosophy is replaced by the more utilitarian plan of using sports for what they will contribute to the war effort in general and to flying cadets in particular. Each sport has a part to contribute in the overall plan. Boxing, wrestling, and hand-to-hand combat teach methods of attack and self-defense and deal in the realities of warfare. Military sports feature obstacle climbing, grenade throwing, vaulting, and tumbling. Football and track develop agility, coordination of mind and body, and the ability to react rapidly and effectively. Swimming teaches the cadets to be relaxed in the water, to swim with clothes on, and to save lives. The other sports have similarly important roles to play in the general plan.

An extensive hiking program and plenty of manual labor help to round out a toughening program which is accomplishing its objective. This is the program which served to develop the outstanding young cadets who gained the plaudits of war-time Washington's sports followers on the night of the Georgetown-Pre-Flight football game. Many of the spectators were people of high rank in military and civil life. These are the cadets who have made favorable impressions at reserve air bases throughout the nation. They have gone to the bases for primary flight training after completion of their work at the Pre-Flight Schools

(Continued on page 53)

Boxing has a prominent position in the training program.



Relaxation in the Emergency

By
JOSEPHINE L. RATHBONE
Teachers College
Columbia University

THE ideas in this paper* have been fermenting for some time, but they did not take form until I heard one of our members say that what his superiors in the Navy want of him and of all the other Chief Specialists in Physical Fitness is "More hits, per gun, per minute." I realized then that I must help to think through the problem of how we in health, physical education, and recreation can make a contribution toward that end.

It has been hard for me to accept such a goal. I am one of the many people who believe that no problem is ever solved by fighting, and that killing people does not get to the roots of a dilemma. Yet, I am willing now to think out loud on this theme of "More hits, per gun, per minute." Why? Because I know that more accurate and more effective hitting means keener, finer, calmer men at the controls; and it is the men who interest me, not the hits. I must trust those men to aim where the shots will be most effective and so shorten this period of carnage. Then others who feel as I do—that war and fighting will never solve anything—will be able to start again, to forge a new order in which we all can have a chance to live more effectively.

You must agree with me that men are more important than material. To follow my argument, you must agree that if we can help to keep a man's neuromuscular system working perfectly, even under strain, we may be saving him from psychophysical breakdown, of a minor if not a major degree. You may be willing to accept the opportunity this emergency gives us to re-evaluate our program of health, physical education, and recreation, and to select those elements in it which *do* help a man to aim better, to keep steady, and to stay at the controls. Thereby we shall learn how to perfect our program for peace time as well as wartime.

YOU are thinking, "How does relaxation fit into a scheme for fitness in an emergency?" Just as it fits into any scheme for effective living. One does not aim to relax so as to go through life in a lackadaisical, ineffective manner. One aims to relax so as to offset stresses and strains, and to recupurate most effectively from periods of effort. One learns how to relax, in order to increase output and to prevent accidents. In connection with manual work, in connection with mental work, periods of relaxation interspersed with periods of effort increase the efficiency of the latter.

Although I wish to cling to our theme borrowed from the Navy—"More hits, per gun, per minute," I want to direct our thinking to the whole area of output for the emergency. Our war effort depends upon leaders in community planning and in government, and upon workers and managers in industry, as well as upon the men who have been called to the colors. Teachers like ourselves and workers in offices, as well as the heads of the most newly organized planning commissions, need to keep at their controls under great pressure. Labor and management together must plan how to save their members in the essential trades as well as in the new channels for war production from falling down on the job, from giving out under strain, from spoiling their work, and from maiming themselves. Even in the Army and Navy and Marines there are few men in combat at one time, but every one in these services has "hits" to make.

All of these "workers" are fighting against two serious odds—the sense of pressure, because what they have to do must be accomplished as speedily as possible; and the sense of fear, because what things they hold dear, even their own lives, are in danger. Urgency drives a man on but it makes him tense. Fear increases a man's neuromuscular tonus, but it may make him coordinate less well.

I ASKED at a meeting sometime ago what we could do with a testing program to get the essentials of neuromuscular patterning and psychophysical poise. I asked this question not only because I am interested in testing, but because I want to get the basic elements in poise and fitness for a real emergency. The answer was honest, if a little indirect. We have not given sufficient attention to this phase of a conditioning program. We just do not know how to go about the problem of improving a person's abilities when he is under extreme strain, physical and psychological. We must do just this thing. Can't we in the profession of health, physical education, and recreation harness the energies and capabilities of our technicians in testing and in program planning behind our philosophers and theorists?

I do not know how to stimulate such enterprise effectively because I do not know where to start our research. But I have a few lame ideas which are willing to falter in the direction of those of you who can help put them into effect. I believe that if we can help an individual to relax at will—wherever, whenever he wishes—we shall take a tremendous load off

(Continued on Page 49)

* A paper presented before the Therapeutics Section, Eastern District Convention, Pittsburgh, May, 1942.

A National Sports Program

By
LAMBERTO ALVAREZ G.'.YOU
President, International Committee
Pan American Junior Pentathlon Organization
Mexico City, D. F.

THERE has been a renaissance—a reformation—a peaceful revolution for once. On sleepy unsophisticated Mexico of the past there has dawned a "New Era" athletically speaking; Mexico is now a teeming, seething hotbed of athletic action. Its government sports program has swept the whole country. This program is establishing athletics, health, physical education, and recreation throughout all the social strata of the nation; and its inauguration represents one of the most constructive policies ever essayed in Mexican Government.

Mexico realizes that its athletic future lies with its youth, and so it is on youth that it is concentrating its intensive campaign to develop physically and morally the Mexican people and enhance the prestige of the nation.

The Mexican youth, tracing its ancestry to the sturdy and daring Conquistadores and to the primitive Indian races equipped by nature with a strong body to combat the hazardous environments in which they were reared, has needed only three things to produce the current athletic trend—a program, a leader to encourage it, and coaches to direct it.

As yet properly trained physical educators and coaches are lacking, but when such men are developed locally, or hired from abroad, Mexico will be a nation which will offer interesting competition in future Athletic Games.

A national track and field meet for the agricultural workers and farmers is now promoted yearly. The good marks which are set at this event bespeak highly of the work done in physical education and sports in the rural communities.

The physical education needs of the industrial workers and the laboring class have also been taken care of properly, and leagues and tournaments are conducted for their exclusive benefit.

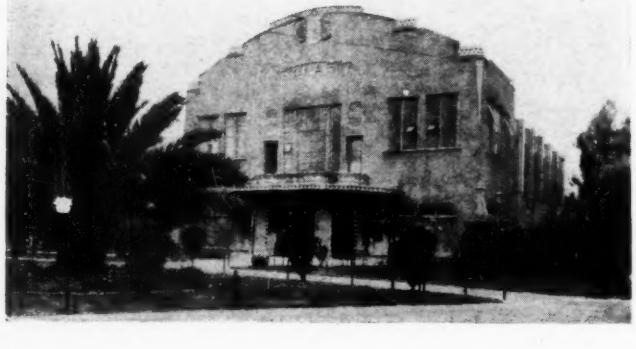
A semi-official national sports governing body, the *Confederacion Deportiva Mexicana,* which controls seventeen different organized sports, is the equivalent to the Amateur Athletic Union of the United States. It was established by a presidential decree and a bill was passed by Congress to that effect in 1933; since then it has played a prominent part in coordinating highly skilled athletic competition, all over Mexico.

Many stadia, swimming pools, sport fields, etc., have been constructed throughout the country during the last few years and there will be a still greater development in the immediate future. Five super-recreation centers have been constructed by the Government at considerable expense, three of which are in the most densely populated sections of the Mexican capital; another is in Central Mexico, at Irapuato, State of Guanajuato; and the fifth one is at Merida, State of Yucatan.

Statistics show the existence of 3,000 basketball courts. Some of these are situated in high altitudes, where it has been necessary to dynamite the mountain riffs to level a stretch of ground large enough to lay out a court.

There are 750 soccer football fields permanently marked; 1,500 volleyball courts; 350 baseball and 150 softball diamonds; 250 tennis courts; 88 jai-alai, frontennis, and handball courts; 50 regulation sized swimming pools, a few of which are purified and heated; 32 rodeo rings; 18 gymnasiums and 4 basketball pavilions; 17 shooting ranges; 12 fencing courts; 10 boxing and wrestling arenas; 9 polo fields; and one athletic field house.

The Government Normal School of Physical Education Gymnasium at the Mexico City Municipal Playground.



The Pan-American Junior Pentathlon

The encouragement of *international* competition in athletics aims at a common medium of understanding for all those concerned. Language barriers are lessened, and the spirit of sportsmanship is carried over from the athletic field into the wider field of international politics, economics, and into the other human relationships. It is to be hoped that athletics with the spirit of the athletic field, will prove to be one of the practical working tools in forging an international democracy amongst the peoples of America. The outstanding international athletic program adopted by Mexico as a medium for developing the physical prowess of the youth under 17 years of age, is the

Pan-American Junior Pentathlon.

The Pentathlon consists of five events which differ in type. Its choice of four track and field events and a basketball general test, with its method of classification and its system of scoring, permits fair competition among boys who differ considerably in age, height, and weight. Every boy sees the advantage of this system, because it tells him what he is worth in relation to his fellows.

The Junior Pentathlon now entering its 10th year in Mexico has touched 500,000 boys in the Central and South American, and Caribbean countries, to which it has spread from Mexico. While the Pentathlon is built on the principle that a healthy body creates a clean mind, there is a deep-seated idealism behind this juvenile athletic program. What could bring about a better understanding of the people of the nations of the Western Hemisphere, than a gathering together of the youth of the various countries once every two years in a very well-balanced athletic program?

Plans were made for boys from Mexico, Cuba, Puerto Rico, Panama, Colombia, Costa Rica, and Salvador to gather at Buenos Aires, Argentine, to hold the fourth international meet during the now cancelled 1942 Pan-American Athletic Games, the three previous ones having been conducted at Los Angeles in 1933, at Mexico City in 1934, and at Panama City in 1938.

There exists in the principal Spanish-speaking Republics of the American Continent an expression of great interest and recognition of the real service which the establishment of the Pan-American Junior Pentathlon Organization has rendered. These means of strengthening the bonds of good-will which should subsist for the betterment of educational standards, procedures, and interchange of this sort of activity are brought about by the promotion of the Junior Pentathlon, which furnishes the means of cultivating all the manly virtues of enterprise and courage, in a vigorous plan wisely devised to carry out American Continental physical and moral preparedness.

Other International Activities

The Mexican Olympic Committee was instituted in 1923 and Mexico has been represented at every Olympic gathering since the 1924 Paris Olympic Games, where a team composed of 12 track and field athletes participated. At the Berlin Olympics, 60 athletes competed in the five different sports. At the Central American and Caribbean Athletic Games Mexico has always taken a very prominent part. Our men and women's basketball teams stand undefeated.

From the yearly national championships in several sports, the winning teams are sent abroad to enter international meets. The success of the Mexican equestrian team in winning several international honors attests the prowess of Mexican horsemen, and the polo players placed third at the Berlin Olympics. Our basketball team also placed third at the above-mentioned games. Our boxing and shooting teams have also attained high international honors. Mexican boys now hold four of the five world's records in the Junior Pentathlon events.

The stamina of our long distance runners, both men and women, has been demonstrated by our Tarahumara Indians in the United States in different instances, such as the road races in Texas and Oklahoma, which took place eleven years ago when our natives defeated the foremost American-Indian Athletes.

Our gymnasts participated at the World's Gymnastic Championship held at Budapest, Hungary, in 1934, and at the Tenth Olympiad held at Los Angeles, California, in 1932.

Three years ago our navy gunboat, "Durango," took a sports good-will delegation on a 10,000 mile nautical trip to Chile, Peru, Ecuador, Colombia, and Panama, where 50 athletes competed in equestrian sports, track and field, basketball, swimming, fencing, tennis, and shooting.

Dual contests in American Football between the National University and several American Colleges, have been going on sporadically for ten years under a basis of home-to-home games.

Last season, an international basketball tour of ten Southern and Midwestern States of the Union was made by a University of Mexico team, and there was a basketball game between the American students of the National University Summer Course and a scrub team of Mexican University students, the Americans losing to the Mexicans by a small margin.

All the afore-mentioned sports, both amateur and professional, should be fostered regularly by an international organization for the promotion of inter-American sports which should be established preferably in the United States because easily reached, and because of modern means of communication by the daily passenger and mail airplane service of today. Such an organization would act as a clearing house in the promotion of sports.

A Pan-American Health and Physical Education Association should also be formed with headquarters in New York City, and an exchange of professors and students in physical education should be encouraged between the Latin-American countries and the United States.

Grammar School Softball League Game at one of Mexico City's public school athletic grounds.

Relay race on Tepoztlan-Cuernavaca Highway, Sept., 1939.

The Spanish-speaking countries should grant scholarships for their own students to attend American Universities, and should establish fellowships for American professors. The United States should create an endowment fund for United States professors and coaches in physical education and college sports to use in travelling through Latin America.

Growth of Mexican Government Physical Education

I have already said much about the deeds of those who, by reason of natural gifts, inclination, and special training, shine in the realm of international sports, but in the following report I will concern myself mainly with what the Mexican Government has done in this field of endeavor during the past fifty years to preserve and promote through healthful and recreational activities the physical, mental, and moral balance of the average Mexican boy and girl.

A Government Normal School controlled by the National Bureau of Physical Education, with a staff of 38 teachers has been operating in Mexico City for the past seven years. It offers a three-year course for majors in physical education and has a three-year secondary school entrance requirement. The school has a student body of 100 men and 50 women. Twenty-five per cent of the two graduating classes have already been placed in schools, athletic and country clubs, industrial centers, etc., and they are now efficient auxiliaries to the regular teaching staff.

Physical education was fostered officially in the government schools as early at 1890. The government kept on its payroll 18 physical education teachers who drew salaries during that year amounting to $6,506 or 6 per cent of the total money spent in salaries for national education.

Five hundred and seventy-three Federal Government physical educators were paid $1,644,228 during 1941, which represents 2¼ per cent of the total budget for teacher salaries in national education. This signifies an increase of 340 per cent spent in physical educators' salaries in 1941, as compared to the amount spent fifty years ago. Very few states maintain a small physical education staff out of their own local budget.

Recreation work in Mexico did not start till about 20 years ago, and it is now controlled exclusively by municipal authorities throughout the nation.

During the past 16 years, sport goods stores have increased their business from $229,144.47 in sales made by three firms in 1924 to $1,761,486.42 worth of athletic equipment and other sport items sold by eleven firms in 1941.

For the purchasing of athletic equipment the sum of $250,000 is now allowed yearly in the national school system; $123,000 for the Army and Navy, and $329,628 for recreational work in the Federal District. Much smaller sums are allowed for the same purpose to each of the other fourteen National Secretariats and Departments in the President's Cabinet. Physical education is officially conducted centrally in a supervised form by the National Bureau of Physical Education of the Secretariat of Public Education.

A few other Government Secretariats and Departments keep a small physical education personnel paid out of their own funds, foremost among which are the Secretariat for National Defense, where there are fifty physical education instructors, and the Municipal Playground and Recreation Department at Mexico City, where a force of 100 physical education and playground teachers is kept. This latter Department promotes municipal playground leagues and city championships in several sports. About 600 physical education teachers all over the country are paid out of state, municipal, and federal funds.

The National University of Mexico, a non-sectarian autonomous institution of higher learning has a staff of 32 instructors and coaches who supervise the physical welfare of the student body by promoting in-intercollegiate and intramural athletic games and sports. The foremost athletes of the country have emerged from these competitions. Last year 750,000 men and 60,000 women all over the country practiced one or several of the afore-mentioned amateur sports.

Thirty thousand men and women athletes from the government secretariats and departments, schools, army, navy, police, athletic clubs, factories, boy scout organizations, etc., participate in a yearly mammoth athletic parade through the principal thoroughfares of the Mexican capital on the 20th of November. This commemorates the anniversary of the initiation of the Mexican Revolution.

Newspapers cover almost every sport event of importance both amateur and professional. One of the cosmopolitan dailies carries a four-page sports section, and there is an exclusive sports daily which prints sixteen pages. All the principal morning and evening journals play up the most important sports events and championships.

In the radio broadcasts, local, national, and international, sport events hold a prominent place, news results and special sports features are broadcast over the air in the principal radio stations at certain periods of the day; and the night soccer football games, which take place in the metropolitan professional league, are broadcast from the various fields.

Local movie sport news are taken of the outstanding annual events and are run in all movie circuits, and reviews of international sports events are exhibited daily on the screens of the principal movie houses all over the country. »«

Physical Fitness for Wartime Demands

By
ELLWOOD GEIGES
Office of Defense, Health and Welfare Service
Philadelphia, Pennsylvania

BECAUSE of the gradual changes brought about particularly through transportation, communication, and the invention of revolutionary industrial skills, it has been apparent for the past quarter of a century that our existing system of secondary education is inadequate to meet the demands of the individual and the community. Several changes have been made, some are in the process of being made, and certainly others should be made if education in democracy is to fulfill its responsibility in preparing boys and girls for a reasonable degree of success and usefulness in our form of society.

Until now the school authorities have taken insufficient cognizance of these changes as they relate to our need for physical fitness and healthful living habits, probably for the same reason that until recently they have been unaware of increased social and vocational demands. However, the more autocratic forms of instruction, and the teaching of undiluted subject material are giving way slowly and with a degree of certainty, but not speedily enough to assure, within the immediate future, the vital community center type of school rather than a literary textbook-bound institution. In most instances the change-over to the new and advanced type of instruction based on the needs and interest of our youth, is too frequently considered as a disagreeable challenge to our classic or academic form of learning. Adjustments that have been made to conform with the present demands have been accomplished in nearly every case, through various devices of substituting, amplifying, or supplementing the constants. The needs, mental ability, and aptitudes of the student are too often ignored.

With our entry into the war, the urgent necessity for the acceleration of a physical fitness program was immediately recognized. Selective Service statistics indicated the need for the expansion of the physical education program for students in the high schools and colleges, and the general civilian population as well. With the war for survival requiring greater effort for longer periods, the point has been reached where the great majority of citizens are conscious of the necessity for physical fitness. The Army and the Navy have clearly demonstrated the immediate need of improved body-building schedules for the students in schools and colleges. They have approved a power building program based on vigorous conditioning activities, stressing the desirable characteristics that may be attained through participation in combative exercises and competition in sports and games. The War Manpower Commission is equally interested in a program that is aimed at power maintenance of a civilian population engaged in all forms of industry, agriculture, and home life. Loss of time resulting from general debility and illness has been a seriously retarding factor in the production of materials for the Army and Navy and civilian use. The correction of such conditions covers a wide area and includes all people, but it is a vital necessity and must be met at once. The task is tremendous.

WHEN we look back on the history of physical education in the school systems of America, we realize how inadequate it really was. Particularly in the sports and games program was attention chiefly devoted to those who demonstrated obvious physical abilities—definitely a selected group—and the underdeveloped pupil who really needed attention was too often disregarded. While the school authorities are not *entirely* to blame for the present physical condition of the people, it certainly will be agreed that their philosophy as well as their program should be revised to meet the needs of the present emergency and at the same time plan for physical education occupying its proper place in the curriculum when this war is over.

The majority of rejections for the armed forces are the result of an inadequate recognition of health standards and failure to provide facilities and authority to remedy defects when discovered. Certainly the physical educators cannot be blamed for the great number who failed to satisfy the entrance requirements into the armed forces. However, they should be concerned at once with the present importance that has been properly placed on the value of exercise and health instruction as it affects all school boys and girls, and as it results in physically fit adults. A program of activities must be developed which will provide fuller realization of the wide services that can be given, services which will go far to insure strong, robust, and enduring bodies; and which must be acted upon at once to accomplish this end. Sufficient roster time must be allocated to make such a program effective. Government officials, school authorities, and the general public have recently indicated their support in the establishment of physical education as one of the constants in the core curricula for all students attending schools and colleges. To accomplish this, great difficulties must be surmounted. The armed forces have

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The Human Body---
How It Works

By
IRVINE WHITE
The Newark Museum
Newark, New Jersey

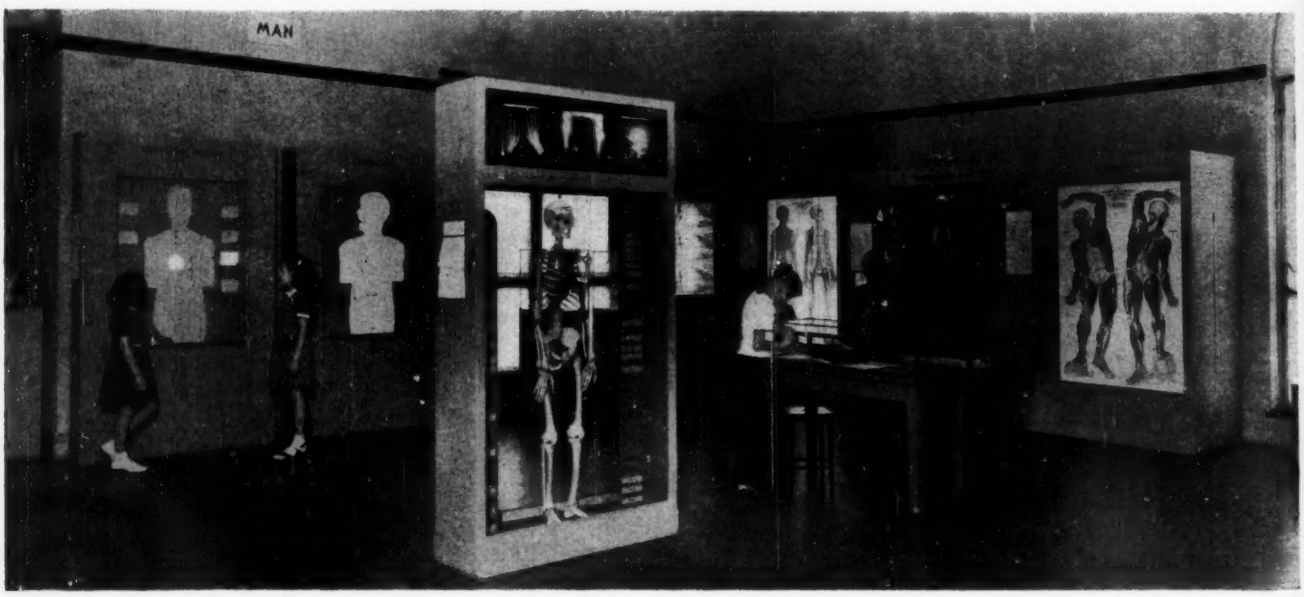
THE mechanism of the human body always has been and always will be a subject of prime interest to human beings, and its importance in time of war seems to be greater than ever. Modern war is a race between destruction on one side and production and repair on the other, involving flesh and blood as well as metal and oil. While thousands of our men and women are being trained to run a turret lathe or use a welding torch, others are learning the structure and conditioning of the human body.

Physical fitness programs, problems of nutrition and public health, and first-aid courses all help to focus attention on human anatomy and stimulate the use of educational facilities. This stimulation is felt, among other places, in those museums which devote some of their efforts to the natural sciences. An example of this is found in the Newark Museum in Newark, N. J., where the Science Department is meeting the demands of a war-conscious public and attracting dozens of students every day to view its graphic exhibition of the anatomical structure of man. High school students have long been among the best patrons of the Museum's science exhibits and they continue to come in increasing numbers to study displays correlated with their classroom work. Of late, however, the proportion of older visitors has increased and attendance has been swelled by men and women taking first-aid courses or engaged in other forms of auxiliary defense work.

The Newark Museum was founded in 1909 by John Cotton Dana and from the very beginning science has been an integral part of its plans. The institution's charter defines its purpose as the reception and exhibition of articles of art, science, history, and technology in order that it might serve as a center of visual education in its community. Dr. William S. Disbrow, a practicing physician with a keen interest in the natural sciences, was one of the Museum's most ardent proponents, and the gift of his excellently organized collections provided the basis of the science department. The department has been built up through the years until now it is regarded as having a model working collection for educational work in the natural sciences.

A recent exhibit, "The Human Body and How It Works," is the result of a recent reorganization of the science department which was made possible by a gift

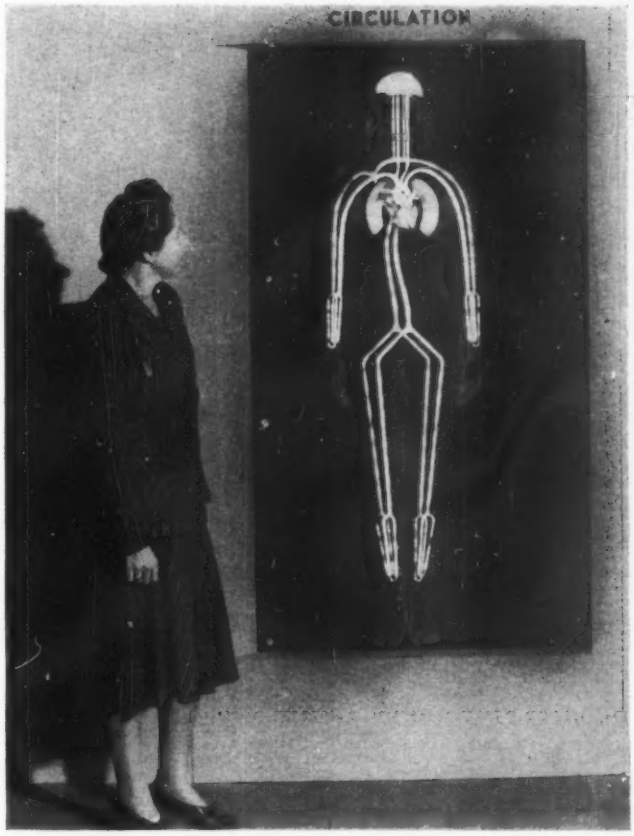
A view of the Man Alcove at the Newark Museum.



from Louis Bamberger, the Newark merchant and philanthropist who gave the Museum building to the city in 1925. Mr. Bamberger has shown his interest in art and science by frequent contributions to the Museum's work. His latest offer of new exhibit material and equipment for the Science Department gave the science staff, under Miss Winser, Museum Director, the happy problem of selecting material which had long been needed to expand the science program.

Although there is nothing "permanent" in the Newark Museum's setup since its policy has always been one of experiment and change rather than of settled routine, it was decided for the purpose of reorganization to divide the science galleries into four more or less stable sections. These are devoted to Astronomy, Biology, Earth Sciences, and Man. New equipment was purchased for each section as a basis for a new schedule of exhibits and activities. Working models were sought to demonstrate basic principles and other material was selected to round out the collections.

The Man Alcove presents a graphic outline of physiology and certain aspects of health and hygiene. A composite view of the human body can be built up from a study of the individual exhibits. The introductory section presents cells, tissues, organs, and systems. The individual exhibits include a human skeleton, with X-ray plates, to which one can visually add the muscles, organs of digestion, circulation, respiration, the ductless glands, and finally the nervous system, and the sense organs. Both structure and function are considered.



Mrs. Virginia D. Aldridge, head of the Newark Museum's Science Department, with the "glass woman" circulation model which is in the Man Alcove.

MOST spectacular of the new exhibits from Mr. Bamberger is the glass woman, a life-size model made by John Broomfield of Rye, N. Y., on contract with the American Museum of Health. The figure is not sculptured in the round but is etched on a large sheet of plate glass behind which an intricate arrangement of lucite tubes, powerful light bulbs, and synchronized mechanisms combine to produce the effect of blood flowing through the principal veins and arteries of the body. Chief factor in her makeup is lucite, a plastic material which has among its many attributes the ability to carry light around a corner.

The bloodstream effect is produced by lucite bars wrapped spirally with black tape in the manner of a barber's pole. Each of these bars rotates before a powerful tubular bulb, casting light on individual pieces of lucite which in turn carry the light to the front of the model. As the taped portion of the turning bars blocks the light from each piece of lucite in turn, the effect of movement is created.

The model's veins are colored blue and arteries red so that one must watch closely to observe that the veins carry all blood to the heart while the arteries carry it from the heart. The mechanism includes a realistic heart which throbs at the normal human pulse rate, 72 beats a minute. A faint ticking noise produced by the synchronized machine which operates the heart lends another note of realism to the display.

Another type of display acquired through the Bamberger gift is found in two push-button models illustrating the function of the endocrine glands and the digestive system. Each model has a row of buttons accompanied by a row of questions. To get the answers, the visitor pushes a button, illuminating an outline of the human figure and highlighting the organs involved. These models were executed by the American Museum of Health.

With all of these versatile exhibits, it doesn't take long these days for visitors to realize that something new has been added to the Museum's science galleries. Instead of static exhibit cases waiting patiently for inspection, there is eye-catching movement everywhere as displays seem to compete for attention. In addition to the constant pulsing of the circulatory model and the flashing lights of other exhibits, the Museum has installed turntables to give life to other material. Thus one sees a cross-section of the human skull revolving slowly on its pedestal and a much enlarged model of the ear on another, so that the spectator can examine every detail without walking around the display.

Other material rounds out the exhibition. The muscles and nervous system are shown in Frohse Anatomical Charts, specially treated for translucence and lighted from behind by a method developed by the

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Be the Gym Teacher in Your Home

By
FREDERIKA MARSTON
South Shore High School
Chicago, Illinois

"HOW can I help in the war effort?" asks the high school student. Students are already buying War Stamps, collecting salvage, growing Victory Gardens, organizing Red Cross classes, and supplementing block activities of the Office of Civilian Defense. "What more can I do?" the student demands. Why not enlist the schools' aid for nation-wide physical fitness?

THE army has asked that boys be made physically fit for the draft. To that end the army has come directly to the schools with a program of physical conditioning. Draftees need training for three months to become physically fit. What a saving of time and expense if this basic physical training could be eliminated by an adequate conditioning in the schools!

Boys realize their need for physical fitness because of the eighteen-nineteen-year-old draft law. But what about the girls? If the army doubles its size by 1943, and if five civilians are accordingly needed behind the lines to keep one soldier at the front, and if industry expands to a greater extent than the United States has ever known, a tremendous industrial army will be needed, and, of necessity, a large part of it will be composed of women. Both the fighting and the industrial armies can be made physically fit by a student gym teacher in every home.

Physical education leaders were invited by the army to experiment on draftees in order to formulate a set of exercises or activities that would give adequate physical training in a minimum of time. The result was a general conditioning drill, a grass drill, ranger activities, road work, combative activities, and other vigorous sports.

The army presented these plans to the United States Bureau of Education in Washington, with the suggestion that they be used in the high schools of the nation. The first three activities listed above were selected, incorporated in a manual, and presented to directors of state and city departments of physical education. August H. Pritzlaff, director of physical education for the public schools of Chicago, addressed the high school teachers of physical education, both men and women, and distributed copies of the exercises to them.

THIS physical conditioning drill was presented by me at the South Shore High School. By the end of the first week all the classes did the first unit (four exercises) of the physical conditioning drill five times without a pause between the exercises. Daily practice is what makes one physically fit; therefore, I suggested that the girls do the exercises at home every night.

The second week the classes did the exercises ten times. A third or a fourth of the girls had tried them at home at least once. What could be done to motivate the others to practice? I urged them, saying, "Be A Gym Teacher In Your Home." If the girls could interest their families so that all exercised together, they would perform the exercises with greater regularity.

The third week all the school classes did the exercises fifteen times. One-half to three-quarters had done them at home at least once; and one-half had done them two or three times.

"Be the gym teacher in your home. These exercises will do for your five-year-old brother, for your twenty-five-year-old sister as well as for your father and mother.

"That exercise—lying on your back and touching your toes to the floor over your head—is a time-honored one to reduce hips. Maybe your mother would be interested. This exercise is a good one for tummies—perhaps your father is worried about his waistline."

This I presented the second week; and the following week, after finding that the girls had practiced more, I asked, "Did you try it on your family?" About a fourth of the students had.

"How did it go?"

"Fathers make better material for gym classes than mothers," snapped an ex-quiz kid.

"My father can do them better than I," said a spindling thirteen-year-old.

"My father thinks it's a marvelous idea," another offered. The whole family has done them four nights in a row—in pajamas just before my little brother goes to bed. We go to bed earlier, too. But I don't think my mother likes to do them very much."

BE the gym teacher in your home with the exercises which are printed in the accompanying article including adaptations for those who, as yet, cannot "take" it. Mount the units on red, white, and blue cards. These exercises offer the family an opportunity to develop physical endurance, a chance to play together at home with less expenditure of time and money than is necessary for them to go out to play any game where facilities are already overcrowded.

(Continued on Page 61)

Home Calisthenics

By
C. H. McCLOY
State University of Iowa

IN THIS time of national emergency every citizen is being asked more and more to play an increasingly strenuous part in aiding the war effort. Adults, both men and women, are working in factories and on farms, and are doing many other activities much more strenuous than they are accustomed to doing. At least six to ten million man-days are lost every day in the United States because of the absence of people from work due to preventable illness and because of their lack of physical stamina to do a full day's work at full speed. Not to get into good physical condition in order to play one's part adequately is as much an evasion of duty to one's country as is draft evasion. It behooves each one to get into good physical condition as rapidly as possible, and to maintain that condition.

In general, the people of this country will not markedly change their living habits to include an hour or more of outdoor exercises every day. In many communities, weather and general living conditions would make such a program impracticable. The easiest and most feasible method of getting into condition is to add one or two periods of, perhaps, fifteen minutes each into a home schedule of exercise. Two fifteen-minute periods a day, one in the morning and one in the evening, if properly carried out, will condition an individual remarkably well in three or four months.

Few people know how to exercise at home. We therefore present six sets of drills, three for boys and men and three for girls and women. These drills are called the "Red, White, and Blue Drills." The Red Drill is easy and does not make too much of a demand on the physique. If you are sadly out of condition, begin with the Red Drill, and continue with it until you are doing with considerable ease the maximum number of movements suggested. The White Drill is somewhat more strenuous than the Red Drill. After graduating from the Red Drill, continue with the White Drill until you are in reasonably good condition. Then go to the Blue Drill, which is strenuous, and which will make greater demands upon you than the other two drills, and will continue the work of putting you into good condition.

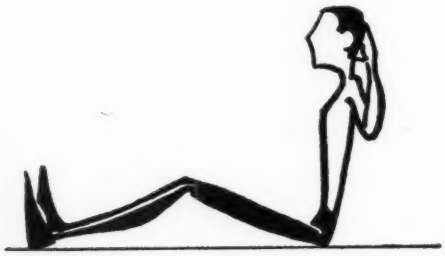
Be sure that you are physically sound. If there is any doubt concerning your physical condition, see your family physician for a check-up. If you are over forty years of age, see your family physician in any case, and have him check, particularly, the condition of your heart, blood vessels, and kidneys.

Begin gradually. There is no merit in being too stiff to walk after the first day or two of exercise. Work up slowly but steadily. Add a couple of movements each day. A little muscular stiffness is of no consequence. Continue to exercise, and the discomfiture will probably be all gone in a week or ten days.

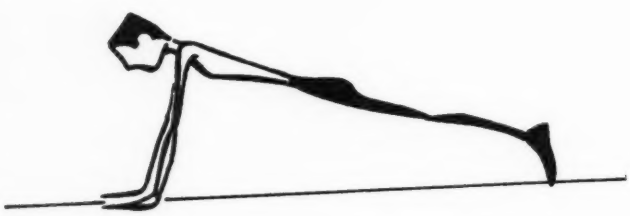
In general, increase the dosage steadily in two ways. First, increase the number of the repetitions of each exercise each week. Second, increase, up to a reasonable limit, the speed with which you do the exercises. Particularly increase the number of movements in exercises 1, 3, 7, and 9. It is highly desirable to go beyond the maximum indicated for these four exercises. In the others, stop at the maximum number indicated.

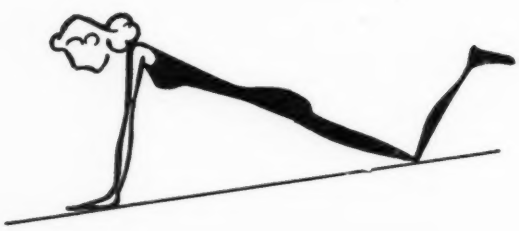
If you find any one exercise of a drill too strenuous, continue to do the exercise of the corresponding number of the preceding drill for a little longer period. The various exercises of each number have the same function throughout all three drills; that is, number 1 is always an abdominal exercise, number 2 an exercise primarily for the arms and legs, etc. Particularly strong girls may wish to adopt the boys' drills.

EXERCISE regularly, preferably both in the morning and in the evening. Good times to exercise are immediately upon one's arising in the morning and just before one's going to bed at night. There has been considerable discussion about the advisability of exercise before breakfast. Some who have tried it find that they became slightly nauseated. Physiologically, the blood tends to gather in the blood vessels of the abdomen during the night. When one arises, the abdominal blood vessels do not contract for some little time as vigorously as they should, and a sluggish circulation results, with a partial lack of blood supply to the brain. These sets of exercises always begin with a lying-down exercise in which the abdominal musculature is put to work, and there is a considerable pressure exerted upon these abdominal blood vessels. Vigorous participation in these exercises hastens the redistribution of blood and the normalizing of the function of the sympathetic nervous system as related to the abdominal circulation. Usually immediately after doing these sit-up exercises, the individual is ready to proceed. In the morning, unless the individual is very heavy, he may well take these exercises by turning the covers down over the feet, placing the pillows on the covers, and doing the sit-ups in bed. Individuals who have difficulty in establishing a physiological equilibrium, should do the first two exercises, then wash the face and do the morning toilet, and then return to the exercise. No difficulty will be experienced after the first week or two, for the organism quickly learns to adjust. Be sure to exercise daily;



Above, Figs. 1, 2, and 3; below, Figs. 4, 5, 6, and 7. On opposite page, Figs. 8, 9. 10, and 11.





regularity is the price of improvement. If you are in too big a hurry in the morning, omit exercises 5, 6, 7, and 10.

To insure improvement, it is necessary to push the dosage upward. We improve only to the limit of the demands we make upon the body. Hence just like an athlete, one must "train" by making more and more severe demands upon the organism.

Middle-aged adults will do well to stay by the Red Drills for a considerable length of time. Stop short of being "winded." Gradually increase the dosage, however, and eventually go at least to the White Drill. Take plenty of time to get into condition.

Be the Gym Teacher in Your Home

The Government of the United States has been attempting through the Office of Civilian Defense to induce America to get into good physical condition. The schools have an important contribution to make. Approximately 12 per cent of the population of the United States are in school between the fifth and the twelfth grades. If the schools would attempt to have every pupil try to interest the members of his or her household in home exercise, and if the schools would fortify these pupils with the necessary knowledge, it might be possible to reach a large percentage of the population in the United States with conditioning exercises. Furthermore, some of these children might be induced to reach out into neighborhoods and train adults with no children or with children younger than of school age. Teachers should teach all six drills to every child above the fourth grade to enable them to teach these drills to either men or women. Teach them how to teach the drills as well as how to do them, and then check from time to time, preferably weekly, upon how many are doing the drills at home, how many other people are doing the drills with them at home, and how many have influenced others than themselves at home to engage in regular exercise.

Home Tests

A number of home tests have been prepared, and it may be well to suggest that individuals undertaking this conditioning process at home should after the first month test themselves once a month. As good a way as any is to take one test a week. The four tests suggested correspond to exercises 1, 3, 7, and 9, respectively. On the day for any given test, substitute it for the exercise of the appropriate number. At first do not go "all out," but take the test until you feel that you are nearing your limit. Next month do more movements and so on until you are able to go all out without becoming stiff or without undue physical distress. Make no attempt to exceed the top number of movements given in the tables. The methods of taking the tests and the standards are given following the calisthenic drills.

Sit-ups

Men and Women: Lie on back, with feet separated two to two and one-half feet, hands clasped behind head. Hold feet down. Sit up, turning trunk to the

left, touching right elbow to left knee. Lie back and immediately sit up, touching left elbow to right knee. Repeat, alternating sides. (Figs. 1, 2, and 3.)

FLOOR-DIPS

Men: In the front-leaning rest position, with hands on the floor and shoulder-width apart, arms vertical and body resting on hands and toes, with body straight from shoulders to feet, lower body until chest touches the floor. Push up again to the original position. Do not permit swaying or wriggling of body, and permit only chest to touch the floor. If there are violations of this form, count only one-half movement. If there are four such violations, stop the individual and have him do it later. (Figs. 4 and 5.)

Women: Lie on the floor, knees bent to a right angle, hands on the floor under shoulders, and body straight from knees to shoulders. Push up to a position where arms are straight, and repeat as many times as possible. When lowering body to the floor, touch chest to the floor. Do not bend hips or sway backward. (Figs. 6 and 7.)

CHINNING

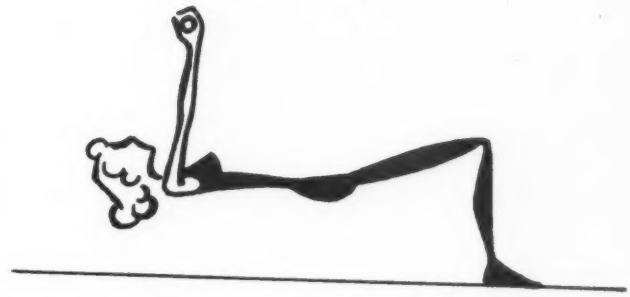
Men and Women: a) "Chair" chinning. Place two chairs back to back about three feet apart. Lay a broomstick across the backs of these two chairs. Grasp the broomstick with both hands, with palms turned toward head rather than toward feet. Slide downward, feet on the floor, with knees bent at right angles and with body from knees to shoulders in a straight line, roughly parallel to the floor. Pull up or "chin" until chest touches the bar. *Do not sway or wriggle the body,* and pull up until the top of chest touches the bar. In the gymnasium do this test with a low horizontal bar, with the bar three feet from the floor. (Figs. 8 and 9.)

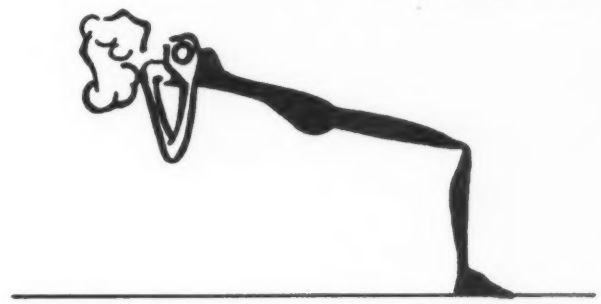
b) "Straddle Pull-ups." Pair off according to height. Subject lies on back, with body and legs straight, elbows flexed and at side horizontal (upper arms in straight line). Partner stands astride torso of subject, with toes just outside subject's elbows, and facing subject's head. Subject and partner hook or grasp fingers, with subject's palms toward his face. Partner stands erect with arms hanging down; subject pulls up until chest contacts inside partner's thighs *firmly,* and repeats as many times as possible. Subject keeps body straight from heels to shoulders. This test was proposed by Dr. Karl W. Bookwalter, of Indiana University. (Figs. 10 and 11.)

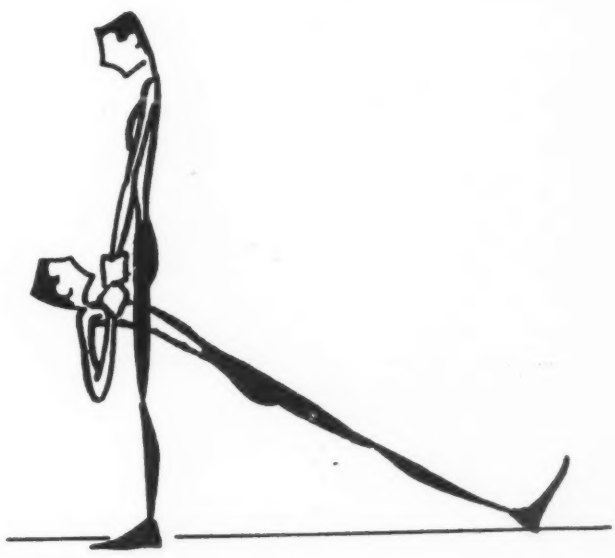
SQUATS

Men: Place one foot about six to twelve inches in front of other, hands clasped on top of head. Bend knees and squat down until buttocks rest on heel of rear foot. Then *jump* upward, and change the position of feet on the floor after legs are straight. Drop into the squat position again and repeat, changing foot position each time. (Fig. 12.)

Women: Start in erect position, with hands in position for a forward thrust. Squat "clear" down, with buttocks on heels, thrusting arms forward to front horizontal at the same time. Return to position. (Fig. 13.)







Red Drill for Boys and Men

1. Position: Lying on back, arms by sides.

Movement: Sit up, lean forward and touch toes with fingers, and return to position. Keep knees as straight as possible (10-30 times). After completing this exercise, straighten the knees rigidly; relax the trunk as much as possible, and stretch forward a number of times in order to stretch the muscles on the backs of the thighs.

2. Position: Standing, arms upward.

Movement: Swing arms forward, downward, and backward, bending knees to about a right angle as arms go downward, straightening knees on the back swing of arms. Then swing arms downward, forward, and upward, again bending knees on the downward swing of arms and straightening them on the upward swing of arms (15-40 times). Repeat this movement rhythmically; after legs become stronger, bend knees more and more. The movement is much like the preparatory swing for the standing broad jump.

3. Position: Reclining, face downward on floor, knees bent to right angles, hands on floor beside shoulders.

Movement: Keeping body in a straight line from knees to shoulders, push up until arms are straight, and return to position (10-20 times). After arising, from a position of arms crossed in front of chest (elbows straight), fling arms briskly sideward, slightly upward, and backward (6-12 times).

4. Position: Feet apart about two feet, hands by sides.

Movement: Rotate trunk to the left, and bend downward over left leg, stretching hands toward the floor by side of left foot. Then in this position "bounce" twice, bending deeper on each bounce. On the fourth count return to position, and repeat the exercise on the opposite side (10-20 movements).

5. Position: Feet apart, elbows flexed and by sides, fists in front of shoulders, trunk bent forward about forty-five degrees.

Movement: Rotate arms outward until fists are opposite the outside of shoulders, elbows close to sides, and at the same time pull chin in and backward (10-15 times). Do this movement slowly and powerfully, not to a fast rhythm.

6. Position: Attention.

Movement: Bend forward at hips, reaching downward toward toes with hands; in this position, "bounce" twice, thrusting deeper on each bounce (6-10 movements). Return to position on fourth count.

7. Position: Attention.

Movement: Bend knees and back, and place hands on floor six inches to one foot in front of toes. Then thrust legs backward until body is approximately straight from shoulders to heels. Return to original position in reverse order (10-20 times).

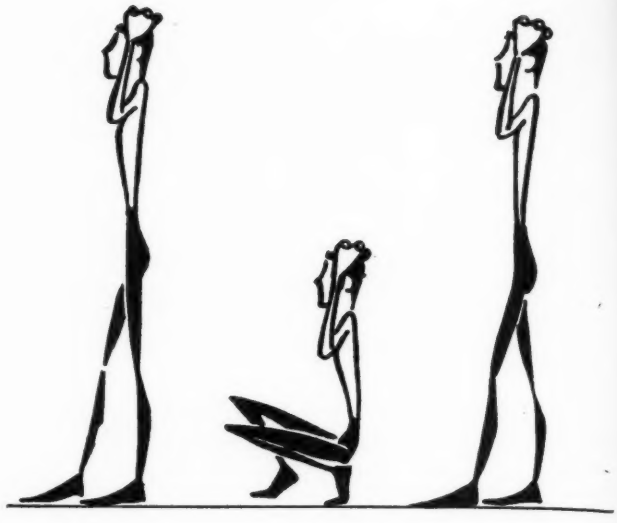
8. Position: Feet apart, hands clasped and raised rather high over right shoulder.

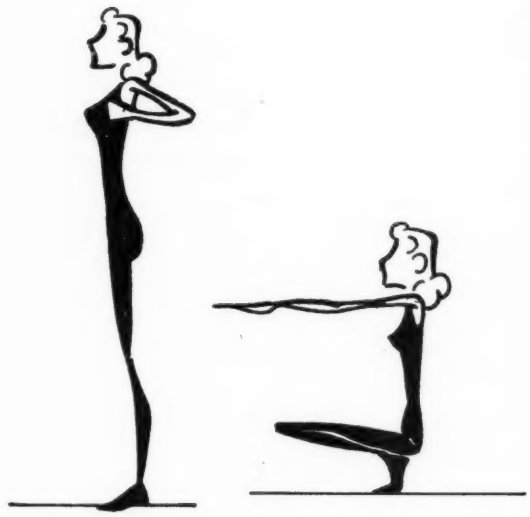
Movement: Bend forward, swinging arms and hands between legs in a sort of exaggerated chopping movement. Return to position with hands over left shoulder, and continue, alternating sides (16-20 times).

9. Position: Attention.

Movement: Bend knees and squat on heels, swinging arms forward for balance, and return to position (20-40 times).

10. Position: Lying on back, legs vertical with knees straight, arms out to sides at right angles to trunk, palms down.





Figs. 12 and 13.

Movement: Sway legs sideward to left and right. Sway farther and farther as you get stronger (5-10 times on each side).

11. Position: Erect, feet parallel and separated about one foot.

Movement: Rise on toes and return; then rise on heels and return (20-40 times). Inhale deeply when rising on toes, and exhale deeply when rising on heels.

White Drill for Boys and Men

1. Position: Lying on back, elbows flexed, finger tips on

(Continued on page 56)

HOME TEST STANDARDS FOR HIGH SCHOOL AND COLLEGE AGES*

	Sit-ups		*Floor Dips*		*Chinning* (a) *"Chair"* (b) *"Straddle Pull-ups"* (a)		(b)		*Squats*	
90 Superb	112	*50*	53	*60*	63	*30*	52	*36*	127	*142*
80 Superior	82	*37*	43	*43*	53	*22*	43	*28*	98	*99*
70 Excellent	58	*28*	34	*28*	45	*17*	35	*21*	74	*69*
60 Good	42	*21*	26	*20*	38	*14*	27	*16*	54	*55*
50 Fair	32	*15*	21	*15*	31	*11*	20	*11*	42	*46*
40 Poor	25	*11*	16	*10*	25	*8*	14	*6*	31	*40*
30 Very poor	20	*8*	13	*6*	19	*5*	9	*4*	21	*32*
20 Disgraceful!	14	*4*	10	*3*	14	*3*	5	*2*	11	*25*

*The scores for women are in italics.

Visual Aids Available from the U. S. Public Health Service

By
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U. S. Public Health Service
Washington, D. C.

THE U. S. Public Health Service operates a lending library of motion picture films which have been produced by the Service, or under its supervision. The films are on health subjects and are of two types, for (1) lay and (2) for professional audiences. Though most of the Public Health Service films are made for adults, some are suitable for use in schools. Those described below are particularly recommended.

1. About Faces (1941)

A new sound film on the subject of dental hygiene. Care of the teeth, nutrition, dentifrices, dentist relations, and general health are discussed. Available in two versions: (1) Kodachrome 16 mm. (running time 20 minutes); and (2) black and white defense edition, 16 or 35 mm. (running time 10 minutes). Narrated by Lowell Thomas. Tells the story of Danny and his teeth from birth to time of his induction in the army. This is an unusually well done and entertaining short subject.

2. Rocky Mountain Spotted Fever Vaccine (1940)

A one-reel silent film in technicolor. Running time 10 minutes. Protrays the work of the U. S. Public Health Service laboratories, Hamilton, Mont., in combating this once dreaded disease. The life cycle of the tick is pictured, and the business of grinding up 4,000,000 ticks a year to make protective vaccines for the American people is explained. This film has proved popular with biology and general science classes because it contains excellent color shots of animal life.

3. Proof of the Pudding (1941)

A 16 mm. sound film in technicolor, running time 10 minutes. Produced jointly by the U. S. Public Health Service and the Metropolitan Life Insurance Company to emphasize the importance of good nutrition. The picture begins with a scene in the zoo kitchen, and the narrator contrasts the care with which animals are fed, and the thoughtless way many human beings feed themselves. Food requirements of the body are explained, and the results of good and bad diets are dramatically illustrated. A story, built around the Jones family, adds interest and the general effect is both entertaining and instructive. This film is timely, in that it supports the national campaign for improved nutrition now underway.

4. Keep 'Em Out (1942)

A sound film on rat control, in 16 or 35 mm. widths. Running time 15 minutes. Pictures the rat as our most costly mammalian pest, and the most dangerous animal enemy of man. Shows how he carries disease—including the deadly plague and typhus fever. Rat-proof construction is advocated as the most effective control measure, and important features of this construction are demonstrated. The film contains some especially good shots of rat life, and is therefore excellent for biology classes.

5. Save A Day (1942)

A 10 minute sound film, in 16 or 35 mm., on workers' health. Built around activities of the Industrial Hygiene Division of the National Institute of Health and units of State health departments. Examples of effective industrial hygiene are shown, and the importance of keeping men on the job by removing industrial health hazards is properly emphasized. Various methods of doing this are explained.

6. Three Counties Against Syphilis (1939)

A sound picture, in 16 or 35 mm., which runs 19 minutes. Describes the work of Public Health Service trailer clinics in the fight against syphilis in three rural counties of Georgia. The "clinic on wheels" is one of the most dramatic measures ever used in medical warfare. The story is told against a background of music and scenery which makes it extremely interesting. It deals only indirectly with the disease syphilis, giving more attention to the social aspects of this unusual medical service. Suitable for high school use, especially in social science classes.

The Public Health Service will send on request a list of its films and also a list of motion pictures for health and safety education distributed by various state agencies. This latter list was compiled as an over-all catalog of health education films, obtainable at low rentals in all parts of the country, but it has not been revised in several years.

(Continued on page 59)

Our Responsibility to the Hard of Hearing School Child

By
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New York City

THE aim of this article is to present the problems of the hard of hearing child in the public schools, whose problems differ vastly from those of the child either born deaf or deaf from infancy. The former learned to speak in a normal way; the latter needs an elementary education in a day or residential school for the deaf, an education based on the acquisition of speech and language by laborious methods, as well as other highly specialized subjects. Not having heard any sounds, before, moreover, the appreciation for them is often wholly lacking.

A necessary distinction must be drawn here between the words hard of hearing and deaf, since the latter term is not infrequently applied to all those who have even a slight defect in hearing. This seems a custom hard to understand, for one would not call a person with imperfect vision blind. Then why use the expression "deaf" for an equivalent lowering in the power to hear? As long, therefore, as some hearing remains, the term hard of hearing should be employed to designate the condition.

Audiometer Tests in the Public Schools

In order to determine the number of school children who have imperfect hearing, audiometer tests were made in many States upon the suggestion of the American Society for the Hard of Hearing in Washington, D. C. During the school year, 1939-40, a total of 3,173,089 children were tested in more than 1,000 cities of the nation. Slight defects in hearing, a loss of about 9 decibels in one or even both ears, were found in many pupils. These do not hear all tones within range of intensity usually regarded as normal. A considerable number of children, moreover, were found to have catarrhal conditions in nose and throat, adenoids, diseased tonsils or running ears, which conditions in themselves are frequent causes of defective hearing.

In a report made by Warren H. Gardner, Ph.D., Chairman of the Committee on Hard of Hearing Children of the A.S.H.H.,[1]* it was stated that a survey of any school system would reveal the presence of at least one per cent of children who are noticeably hard of hearing. These children either turn their "better" ear forward in listening in their classrooms, ask to have questions repeated, or show other symptoms consequent to loss in hearing acuity. Approximately 300,000 children in the United States, it has been estimated, have one ear without much usable hearing.

In the Public Schools of New York City two groups of children were tested for their hearing with the 4A audiometer screening test. The one group consisted of 30,592 elementary and high school pupils, while the second group was made up of 51,689 pupils between the ages of six and twenty-three. These tests were followed by 2A tests ages of six and twenty-three. These tests were followed by 2A tests of 907 cases which showed defects in hearing. Questionnaires were also sent to all schools and to the headquarters of the Board of Education in an effort to obtain information concerning the services rendered to acoustically handicapped children.

The committee in charge of these investigations thus found that with the exception of WPA Project 6065, which, in 1935, gave instruction in lip reading under Board of Education sponsorship to over 3,000 New York City children, no other educational program was provided than that given at P.S. 47 for the deaf.[2]

In an article published in this magazine (March, 1942), Dr. William H. Johnson, Superintendent of Chicago Public Schools, told in detail of the work done for acoustically handicapped children in his city.

Hearing tests were made in the public schools of Chicago in 1938, under co-operative arrangement with authorities of the WPA, first by whispered voice test. From June, 1940, on, 297,172 pupils were thus tested. Of this group, 5,576 children were referred to the Bureau of Child Study for further examinations and 9,638 others were seated in classrooms where they could hear more advantageously.

In September, 1940, hearing tests were made more accurately by Maico audiometer. From that date to May, 1941, 62,371 children in the public schools were retested. Of these 1,479 were found to have less than normal hearing, and 1,389 were referred to the Bureau of Child Study for follow-up. Thus in three years since the beginning of this service 359,543 children received hearing tests and of these 6,965 children with defective hearing have been given the advantage of clinical follow-up service in the Bureau of Child Study. This follow-up service figure does not include the great volume of remedial work done by local physicians at the request of the parents for which no data is available.[3]

* Superior figures refer to bibliography at end of article.

The Need of a Medical and Educational Program

Testing the hearing of school children in communities to single out those who have a loss in decibels means, of course, a great step forward in the right direction. To have these children undergo medical treatment and later care, moreover, is bound to benefit them immeasurably. In many cases the defect in hearing may be arrested or cured and the child's general health be improved. But a medical program alone is not sufficient. Educational measures, too, have to be taken to provide for the acoustically handicapped child.

The pupil who develops a defect in hearing, as a matter of fact, may fall into any one of three or four classes, from mildly hard of hearing to almost complete deafness. He may have normal or near normal speech, or his speech may have suffered from the growing inability to hear it in full, and his vocabulary may be limited. He may not mind attending school with children who have good hearing, or he may be discouraged and bewildered about it. He may succeed in his school work in the regular classroom, or he may be a "repeater" of grades. The age at which his defect in hearing made its appearance is also a determining factor.[4]

"Acoustically handicapped children," states Dr. Edmund Prince Fowler, Chairman of the Committee appointed by the New York City Board of Education, "should be considered in totality. It is illogical to isolate the medical and surgical problem of this group from the educational problems. A prevention of deafness and conservation of hearing program designed to meet the many and varied needs of acoustically handicapped children must include some educational recommendations by this Committee, because medical and educational problems must be considered together in the development of an individual. If the aim of modern education is to prepare children for satisfactory, healthful living, society cannot afford to ignore the importance of any one of the many phases presented here."[5]

In recognition of these facts, special classes for children with varying degrees of hearing loss were organized, in 1920, in Lynn, Mass. The late Dr. Franklin W. Bock, an otologist, too, began his work around this time in Rochester, N. Y., establishing the first school ear clinic together with conservation of hearing classes in the public schools of that city. His efforts proved of untold benefit to the hard of hearing pupils. Some other cities like Baltimore, Md., Los Angeles, Cal., followed, and the Oregon State Department of Health inaugurated a conservation of hearing program which is far reaching in its ameliorating effects. Yet, there remains still much to be done to make such a program a permanent feature of school systems throughout the land. Some principals feel that it is a mere waste of time, not having given sufficient thought or attention to the many issues involved.

The father of a hard of hearing boy, to quote an example, in seeking advice in his difficulty, wrote to the Volta Bureau in Washington, D. C., as follows:

> Up to this time we have not been successful in finding a school suitable for the education of our nine-year old son. He is hard of hearing, but not totally deaf, and all the special schools we know of are for the deaf. The child is bright mentally, has a fine disposition, and is normal in every way except that his vocabulary is limited, and it is necessary to raise the voice to talk to him, especially in a large room or out of doors. His speech is fairly good, but he has naturally been held back by his failure to hear ordinary conversation distinctly. We have very little money, but we are most anxious that our child be given an opportunity to bring his education up to that of normally hearing children of his own age.

The Volta Bureau advised that the child be kept in public school, but be given special help with his studies and intensive training in lip reading. For a time this worked very well. But the parents were compelled to move from this town, and the child was entered in a residential school for the deaf. After he had spent two years there, the father wrote the Volta Bureau again.

"It seems that, for the most part, the hard of hearing child receives very little consideration. Our son is far from being totally deaf and he does not belong in a school for the deaf. With a little of the right kind of help, he could take his place with normally hearing children. He is intelligent, he has good voice inflection, his speech is expressive, and in every way he is far closer to a normally hearing child than to a deaf one; but instead of being taught to talk and act like a normal child he is being taught to talk on his hands, and his speech is deteriorating. Where can we send him?"[5]

Where Does the Hard of Hearing Child Belong?

The pupil who cannot readily follow the lessons in the regular classroom because of a defect in hearing, and because the average school teacher is most often not trained to give intelligent aid in individual cases, as will be seen from the foregoing story, is not seldom transferred to a school for the deaf. He is to have his speech corrected in an environment where speech is rarely used after school hours, where manual language is preferred to lipreading and speech, and exaggerated mouthing and gestures make the spoken word rather superfluous.

"Only one other situation could be worse for him," declared Boyd E. Nelson, teacher in the advanced Department at the New Jersey School for the Deaf, "and that would be for him to remain in public school to be shunned, called a 'dumbbell,' and made to feel an outcast."[6]

This goes to show that the pupil with a more or less serious hearing loss requires schooling according to his particular needs. In the Conservation of Hearing Class in Akron, Ohio, for instance, all the children in the class are given 6A audiometer tests annually, as well as speech diagnostic tests and otological examination. Careful records are compiled of these tests, and examinations and comparisons are made from year to year. After the child enters the class, if he has a chronic

(Continued on page 60)

Recreation: A Challenge in Human Engineering

By
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RECREATION is a modern life-line leading away from chaos. It is a thread of sanity shining in a world gone mad. The war has brought this fact into sharp and sudden focus. What to do with men off duty or on leave? What to do to keep up civilian morale, or to be more modern, "esprit"? The problem is complicated and many faceted. But certain questions arise which must be answered and which demand sound, unflinching, and straightforward thinking.

What is recreation? Upon first thought it all seems quite simple. "Fun is fun and everybody, even children, know what they want to do!" But what *is* fun and who is to be trusted as a fun pace-maker and as a talisman for the tastes of all? We are now in the realm of philosophy and theoretical ethics, of psychology and sociology, of anthropology and comparative history. The simplicity of our problem has vanished and in a trice we are foundering in deep waters.

What is recreation? Is it an attitude or a philosophy or a way of life? Is it a method or a technique? Is it a pathway to personal satisfaction or should its aims be primarily social? Is it the "redirection and recreation of the potentialities of the individual into better citizenship"? What, my friend, do *you* mean by *better* citizenship? Indeed what are your ends and purposes if you are a recreationalist?

WHAT basic philosophy? Underlying the simplest program in organized recreation is a basic philosophy of some sort or other. Do you consider man as a rational animal? If so, *what* man, *when*, and *how often* is he rational, in consideration of his total behavior? Or do you consider man a creature motivated primarily by his emotions and his likes, fears, dislikes, angers, loves, appetites? Or do you hold with Rousseau that man is innately good, kind, generous, beneficent, socially minded, and that it is only society, his environment that perverts him?

At this point one wonders if the reader has ever objectively observed the uncontrolled behavior of infants or children toward one another. Take two babies playing together in a crib, one about twelve months old, another six months. One shudders at such a thought, provided one is interested in the survival of the six-month-old. The humanities, gentle reader, have to be learned, as you well know. They fall not on us at the moment of our birth as the gentle dew from heaven. They must be drilled and beaten into our reluctant and obstreperous souls. They are acquired and must be learned through travail and much reluctant bewilderment.

Do you think heredity bends the bough of our fate or do you think that environment does it? Good environment and "good" little Willie? Those of you who sniff at geneticists, try if you will to make a Chihuahua into a valiant fighting dog or a pit bull into a reliable "seeing eye" leader of the blind. Try these little experiments if you should be so foolish and learn that the recreation of a pit bull is killing, whereas that of a Chihuahua is being fondled and hiding under the bed. To expose children of I. Q. 150+ and I. Q. 80— to the "same environment" and to impose upon them the "same opportunities" will either benefit one and bore the other or, what is worse, will bore and variously injure both.

WHAT ethics? Questions such as come under the above section are of course quite simple (?!). But when these have been analyzed with clarity we must then attack the more delicate and elusive problem of deciding upon an ethic. We cannot be eclectic here, dancing gracefully from one position to another, otherwise we will become illogical, inconsistent, and even ridiculous in the eyes of those whom we are trying to "recreate." We have all seen examples of such "ridiculosity." The case, for example, of the cheer leader who mincingly stipulated: "Not too loud or too boisterous, boys, but just enough to let them know we're *determined* to win the game!" Or bayonet practice upon dummies which display small, black mustaches or certain games that are nothing but "time passers" and which nobody enjoys.

Yes, a recreationalist worthy of the title must have at the background of his or her thinking a definite ethic. Will it be founded upon the Greek notion of the primacy of reason? If so, then chess, checkers, puzzles, quizzes, and such. Will it be founded upon the Christian notion of sympathy and love? If then, dolls and Walt Disney's *Bambi* and no war games such as football or boxing or wrestling. Will it be based upon the Roman concept of practicability, of man as a sometime intelligent creature with ferocities and an innate drive toward conquest and competition?

If this, then contests and adapting the game to the needs of the contemporary scene. No squeamishness. Just expediency. Men are thinking animals. Use games to appease them and keep them within bounds.

Shall we use recreation as a goal toward happiness? So the "bluebird boys" would assert, because, say they, happiness is an end, *the* end of human destiny. Shall we use recreation as a means of self-testing? This is what the stoics would choose. Or shall we be just plain bio-psychological and say that the innate, instinctive drives of the human animal make certain actions and motivations satisfying or fun? Nothing noble about it. Just the way we're made, the pattern, the physiognomy of our destiny, limiting and conditioning us as well as giving us an inexplicable sense of primary satisfaction. This is the humanistic point of view and, gentle reader, it has something to recommend it mightily, since within its scope lies endless flexibility and plastic usability—to the ends of behaviorism, from Freud through Allport, Watson and neurology, to Pavlov! Or through all the ports of mysticism up through Christian ascetic laceration through Yogism to the Platonic ideal of perfect reason enshrined in a perfect body.

Indeed, ethics is important. We can not lay down a large scale plan of recreational policy until we're four square here. We can plan games and we can go bounding around. We can be active. But under the limitations of a society, we need something more than this. We need a firm foundation in the choosing of our basic principles. If just bouncing around is enough, then we shall be satisfied. But if it is not, then what *is* our position once and for all? And let our decisions be definite before we commence program building.

AT THE Guggenheim Museum in New York City there is a picture by Bauer. It is a creation in non-objective art and it consists at first glance of an enormous red ball with a smaller one standing out from its lower equatorial region. On closer inspection, one notes at the top of the picture a narrow strip of sky with a few highly conventionalized houses, arranged along a street. Below the level of this highway, all is black background, broken only by varied geometric figures in many colors, sizes, and shapes. They all seem to be floating upward toward the surface or to be merely suspended and motionless. They are lovely and interesting but they are vastly and completely eclipsed by the two apparently three-dimensional red spheres.

Look well at this picture, you who are interested in recreation, because it is a portrait of man. The narrow strip at the top is his daily outward life beneath which lies the vast unconscious mind with pretty, complicated, and graceful ideas welling up out of its mysterious depths. But transcending everything, are the dominant and commanding spheres of instinct and the emotions. Step away from the picture and all you can see are these two spheres which now have expanded into a prominent third dimension which fixes the eye. Step away from man and you see the same thing—a structure of action built upon hope or fear or hate or love. The Republic of Plato is there—but only as a dream.

From a practical standpoint, any recreational program must rest squarely upon certain neurological facts. Even a casual understanding of the human nervous system, brings home certain points with deadly clarity. Among these is the knowledge that most of our basic learning patterns are unconscious and beyond the scope of complete voluntary control. Further, we know that our skills depend upon mechano-temporal neural patterns which are reflex and so non-volitional in nature; and that the thalamus, which is the center of the emotions and is also the first level of raw but unanalytic consciousness, is the intermediate junctional stop into which *all* incoming impulses must terminate before they are relayed into the higher brain. This holds for the five senses and for all sensory impulses which ascend into a conscious or unconscious category. All of which means that from a neurological point of view no human being can be unbiased or free from emotional prejudice. Or to put it differently, a recreational setup which is not thalamically satisfying will be a flop regardless of theories and high-sounding authoritarian classifications. Such terms as "positive" recreation and "negative" recreation may be very refined and lingually impressive, but in the long run if the "negative" program is thalamically compatible and the "positive" one is not, the outcome is predictable with 100 per cent accuracy—in spite of official ruling to the contrary. You may succeed through threats, coercion, or controlled repression in imposing a superpattern of rococo tiddle-de-winks such as the dandyism in the courts of the Louis's or the foppishness of an extreme Emily Post—but such formulae will be short-lived and they always end in extravagances which may run from the extra-social peregrinations of the minister's son to the tragedy of war where killing becomes a fine art as well as a sport, as one of the Mussolini boys recounted so glibly in a book which he wrote, but which we do not care to designate.

IF ALL recreational programs could rest upon the frank recognition that human instincts are not spiritual or even intellectual and that man is born predatory, combative, selfish, and has had a hard time to even half-civilize himself, much inanity would be avoided.

In a wartime situation we must have real men and women at the helm in recreation. The job takes courage, imagination, intelligence, and versatile flexibility. The author's friend Virgil Dahl who is now head of the American Red Cross overseas personnel, has set such standards and has had to comb the country to get properly qualified applicants. Marguerite Meeks, who is project services advisor for Federal Housing (F. P. H. A.), a service which furnishes recreation, education, and health programs, for such important and widely separated areas at Washington

(Continued on page 60)

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This Matter of Credit

TO speed up the physical conditioning of young men and women destined to go into the armed forces or into essential wartime production, the high schools and colleges of the country are instituting physical fitness courses for all their students. The Army and Navy have urged these programs in our schools and have recently cooperated with the U. S. Office of Education in getting out manuals of physical fitness designed for wartime training and in organizing invitational institutes all over the country to better assist this movement. Many key leaders in the profession were gathered as a committee to prepare these manuals and make recommendations for the program.

One recommendation of these government manuals calls for five hours of *basic* training per week for all physically able students, and also urges additional hours of *supplementary* training. Coupled with this recommendation is another that credit be given for the required course.

Some question has been raised concerning the content of the so-called basic and supplementary programs. It must not be assumed that the basic requirement is necessarily a formalized program. The fact that interschool and intramural athletics and outing activities are listed in the supplementary program does not necessarily mean that sports are ignored in the basic program. True, the basic program must of necessity include certain conditioning activities that are suited to mass participation and to small spaces and limited equipment. Calisthenics, apparatus, tumbling, combatives, games of low organization, relays, obstacle running, and other "conditioner" exercises naturally belong to the basic program. These activities insure a certain amount of toughening exercise for everyone and the acquisition of important fundamental skills. They constitute, however, only part of the customary class period. In most physical conditioning programs much of the time is given over to instruction in boxing, wrestling, swimming, soccer, touch football, speedball, volleyball, track, basketball, and other vigorous forms of sport. There is, therefore, no dualism of formal versus informal. If anything, sports and games are given a double emphasis for they are used in the basic program and are naturally more suited to voluntary participation than are formal activities.

With this distinction clear, an urgent necessity arises in respect to the successful promotion of the physical fitness program. That is the matter of credit. Fortunately, at present, many schools give credit for physical education classes, some in the regular amount of hours required for graduation, others by adding to it. Other schools, unfortunately, however, have the program imposed upon the students without any such recognition. In other words, it is a curricular requirement assessed upon the students without curricular recognition; and in the name of patriotism they are expected as a matter of course to respond to it with convincing enthusiasm.

The physical education profession from time immemorial has striven for credit recognition. At present it is handicapped more than any subject. Naturally the students feel that they are being asked to do something for nothing and so the less conscientious ones and, ironically, those who are physically inferior and therefore need the program most, try to "get by" or to elude the obligation in the easiest manner possible. By no stretch of the imagination can one conceive of any other course on the campus that would have a full quota of students, attending regularly and enthusiastically, if that particular course were the *only* one that did not grant credit for the completion of it. In fairness to physical education, therefore, it must be admitted that it is working against an obstacle which in the case of a certain minority of students arouses actual resentment. They would feel the same way toward any other course if it were imposed upon them in like circumstances. Without any doubt physical education would be better off if it were on an *elective basis with credit* than to be, as at present, on a compulsory basis without credit.

If the credit hours are added to the present total for graduation, then there should be no objection from academic sources that any other subject has been curtailed because physical education has been taken in lieu of it. Most of the academic objection comes from the claim that physical education lacks in academic content and cannot be subjected to rote learning or to the practice of dialectics. Paradoxically, an anomaly here is the practice of giving credit for the study of ancient Greek athletics (in courses of Greek culture), but not for the study of present day athletics. The objection of lack of academic content is not well based, because if academic content is needed, there is plenty to be found in the laws of healthful living, exercise, relaxation, safety, and lifesaving, and the techniques of attaining physical fitness and recreational enjoyment.

The ideal of a healthy body, symmetrical, conditioned, hardy, and efficient is a practical ideal today

when it is so essential to the very existence of our Nation at war. It may seem from the previous statements that the young people of our country are rebelling at becoming physically fit to do their part. On the whole, such is not the case. The surprising thing is that they have responded so well as they have when asked to make this additional effort—that of undergoing hard, fatiguing work and of giving time to the process of becoming physically fit. If the students are being asked to take this extra training in the name of patriotism and war efficiency, then it seems a matter of patriotic emphasis that faculties should do *their* part to make these physical conditioning programs as effective as humanly possible. The fact remains that the absence of credit is the biggest obstacle at present in the way of the complete success of the conditioning program.

Credit, as already pointed out, would remove the stigma at present attached to physical education of being the only subject without recognition; it would also make the administrative machinery of handling delinquent and willful shirkers much easier; and it would make possible a sequential arrangement of curriculum material so that advanced students could take on increasingly more difficult work instead of repeating material with newcomers.

Long experience with physical education and with student bodies warrants the conclusion that the request for credit is a practical measure intended to provide a simple but effective means to the successful conclusion of the physical fitness programs. Those entrusted with these programs have been asked to make a definite contribution to the national welfare; and it therefore becomes an actual obligation for them to ask for any instrument that will assist their progress toward this requested goal.

Human Needs in Wartime

RECREATION ranks with education, health, welfare, and other human needs as an essential in the winning of the war and in the maintenance of the American way of life. As in World War I, so in the People's War of 1942, our national government has recognized the provision for wholesome and vigorous recreation for our own armed forces as a vital part of their military preparation. In the big M necessary to win this war—the all-out Mobilization of the country's forces and resources—three M's are imperative—namely, the Mobilization of Men, the Mobilization of Machines, and the Mobilization of Morale. In a democracy the civilian becomes the soldier selected by his neighbors, the Draft Board.

In this mechanized war, we must produce tanks, planes, guns, ammunition, and all instruments of mechanized warfare. But just as important is the maintenance of the morale of the men in uniform and the civilian back home. Recreation makes a direct contribution to morale. It makes for physical fitness, mental alertness, and emotional stability. Through our public and private agencies we have provided splendid facilities and programs for the men in uniform both inside the camp and outside in the community. It takes two C's to win a war—Camp and Community, working cooperatively.

In a long, total world war such as this, the Home Front is in the first line of defense. With the shortage of rubber and the rationing of gasoline, people will stay at home. They will have to find their recreation in their homes and local communities. Weekend trips and vacations will be out. Use of local recreation resources will be taxed to the limit. During the war we can expect a greater use of all local recreation facilities because people will not be able to travel. Main Street will no longer be a great white way. People will have to seek their groceries and social pleasures closer to home, and neighborliness, as in the first World War, will become almost compulsory, according to a WPB official.

Recreation is a basic, fundamental part of individual and community life. The provision for public recreation by government is as necessary as that for public education or for public health. Every American community should provide an adequate year-round program of recreation for children, adolescents, youth, and adults. In peacetime public recreation is necessary to the maintenance of the American way of life. Over 1,000 American communities are making public provision for recreation. This rapid growth of the playground and recreation movement is largely due to the urbanization of our civilization, industrialism, the automatic machine, specialization in labor, and the growth of leisure. There are 168 hours in the week. Our grandfathers worked 72. Today their grandsons work only 40 hours. Education for leisure becomes as important today as education for labor was yesterday. Avocational education is as necessary as vocational education. Every boy and girl will have to be trained not to earn a livelihood alone but also to live a life.

Industrial recreation in peacetime has been a definite part of production. Recreation has also been found an essential in war production. Industrial war recreation programs are rapidly increasing and becoming necessary to keep production at a high level, overcome fatigue, and maintain the morale of our industrial war workers. Industries are vitally interested in recreation.

There are three war fronts: (1) the war front itself, (2) the industrial front, and (3) the home front. Provision for recreation to maintain recreation is a vital necessity for all these three fronts. We are all soldiers in the all-out effort in this People's War.

It is imperative therefore that community programs of recreation are enlarged and increased and made strong in order to help win the war, and that permanent plans be made in order that the American way of life may be maintained.—By *James E. Rogers*, National Recreation Association, New York City.

The Role of Athletics in Our Military Program

By
GEORGE F. VEENKER
Director of Athletics and Head of Physical Education for Men
Iowa State College

TODAY every effort possible in this nation is directed toward the winning of the war. Our very existence depends upon it. We, a freedom-loving nation of free people, have been attacked by inhabitants of other nations and continents led by master brigands. It has started to change our whole way of living and will change it more as time passes and complete organization develops. On the side of the Axis we find perfected plans of many years' standing, universal mobilization of man power, and total regimentation for war. We have, to combat this, the large natural resources of our nation and a huge reservoir of potential defenders.

Every effort is being expended to build those implements of war which kill—planes, tanks, guns, ships, etc. At the same time we are of necessity training our finest boys to man these implements of destruction. Whether we like it or not we have to say we are training these young men to kill. I use the term deliberately. I want it impressed on you that this is so and we are part of this training. We have the opportunity given us to make these boys more efficient soldiers, and what is more important, the means to impart to them qualities which may tend to bring them back to us. It happens that those qualities we deal with in athletics are vital to modern military training. The qualities of a good athlete are the qualities of a good soldier.

Much has been written comparing and contrasting war and athletics. There is a great similarity in the preparation and tactics of the two. We know that, as in sports, the attitude of a nation's military forces is only a shadow and reflection of the people they represent. We know self-satisfaction will beat any team or any nation that could be conquered in no other way. We know that to win and remain free it is necessary to sacrifice some of the comforts of civilization. We know in sports the winner always comes back and is happy, but in war, "except for a battle lost, nothing is so sad as a battle won." We know in athletics we'll play again next year, but in war we fix them so we won't "play" them for many years to come. We know that in athletics no game is worth the life of a player, but in war we count it as part of the cost.

Our programs of physical education are being tested today as never before. This is a war of our youth; it is fast and streamlined. The older men cannot keep up with the pace. Physical conditions and stamina are all-important. Initiative, quick thinking, willingness to sacrifice, courage of the highest order, calmness and coolness in a crisis, loyalty, and other qualities are paramount. These sound suspiciously like the qualities of a good athlete, and they are.

Now these boys going into the service are the lads we have just been having in our care. If our programs have not filled the requirements to turn them out as men with these traits, we have not taken advantage of the opportunities offered us in the field we represent. There are no traits in this list so necessary in war that are not also part of a full life during times of peace. They are traits that follow logically the participation in any of the athletics we control if they are coached and played according to the rules.

There is no use here to trace again the history of our physical education. There is no use here listing the different schools of thought in this matter. The present emergency is proof of the value and desirability of the training of intercollegiate athletics and the fallacy of ignoring intramurals. All our boys are part of our defense. Why are all not part of the preparation? Why *were* all not part of the preparation? Colin Kelly, an intramural boy, earned his major letter in a big way. Intercollegiate athletics do more for a boy than intramurals except in the thoroughness with which it is taught. There are times though when this takes something away from the good results by its very intensity.

The reason for this convention is the interchange of ideas and experience. The contributions we can make to each other are the advantages we can gain from the failures and successes of our fellow workers. To help each other now in our actual work is better than the everlasting prophesies of future trends. There has been too much of this—too much planning and talk and too little doing. I personally believe that what we will be doing tomorrow will be the result of what we are doing today. I believe the better we are operating today the surer tomorrow's work will be worth while. The big thing is to get going and do something, to

increase all activity. It is very necessary to remember that, while what we are doing is important, it must be used by our boys. The finest layout in a syllabus or newspaper report not used by the boys is as worthless as blanks would have been in a gun on Corregidor. Noise will drop no planes nor sink any ships.

I am very suspicious of the director who loudly and lustily announces today the organization of an immense physical fitness program and tomorrow cancels all tennis, golf, wrestling, swimming, and baseball schedules. By the former he admits not having a good program before, by the latter not providing financially for these teams in the better days just gone. The surest way to build a fund for the future is to first be satisfied in your own mind you have a fine program today which is worthy of perpetuation. Somehow or some way you will thus want to insure its living and somehow you will do it. This, then, must be tested again and again to be sure you are adequately maintaining what you set up, that it fills the bill in changing times, that it covers the needs of all groups.

The real program, the program that did the work in peace time and that is standing the test today, is that program where all phases of physical education dovetail and fuse one into the other. There never was any use in education of forcing upon the students a program they did not want. The intercollegiate, intramural, required, interclass and informal, programs are all parts of one objective. To foster one at the expense of all others is only advertising our own blind spots or contrariness. What we want is activity in our required work so satisfactory to the student that it is followed after the required work is completed, during the rest of his school career as well as after graduation. Any other program robs the student as well as frustrates us in our attempt to achieve our aims and goals.

Now those in charge of developing our armed forces have asked us to develop these boys with competition. Getting the average American boy in fair physical trim is a fairly easy assignment. Building stamina and combativeness takes time. Those who have not been doing this yesterday should not let today go by without starting, for tomorrow may be too late. We have had the chance; we are now getting it again; and we must not fumble the opportunity.

THE program of yesterday, the needs of today and therefore tomorrow is a program that starts at daybreak and closes after dark for all students. It comprises all activities and all sports. It furnishes recreation, fun, and health but above all it supplies as far as possible competition and combativeness. It develops loyalty, courage, stamina, and team play. It may have color and pomp or may be of a quieter and calmer type. It is a program that need not cost much, is adaptable to any institution, high school, or college. Its culmination is dependent on the leadership exercised and that is saying it is up to you and me. With a little organization and guidance it can be started easily and increased gradually to where it will be cumulative in its growth and sequence. This is in general terms the base we must work from. This broad base will fit any situation.

Your program must then fit into your institution and community. There are many circumstances which prevail in your city and school such as curricula, hours, prejudices, which will not ordinarily let you in on someone else's plan. We are living in times when basic fundamentals of living are in the discard; opinions and sentiment change quickly, thus making living increasingly difficult. It behooves us to set up programs that are sound in peace and war, that fit our American ideals, and that can live with a minimum of changes. There will be a tendency for this work to stabilize our way of life. It is a big field as we think of it but a simple operation if put into being. So many operations are of that type—complete plans take so much time, mix so many faults, seem so impossible that they are best solved by a small working model to build from and enlarge. We all understand this method better and we all enjoy working and building from the little to the big. What one fashions with his own hands from the miniature brings deeper satisfaction and appreciation than inheritance of any great and big project.

We are the ones closest to the work, we are important accessories. We need men to lead who are real men. We have wandered too far from those basic fundamentals of life that are so necessary at all times —those things that do not change. I am very fond of intercollegiate athletics because it still teaches those qualities. Dependability is still dependability. Loyalty is the same; sacrifice, team play, and clean play goes on year after year. We must never compromise these qualities. They need, however, the impact of strong leadership to impress them durably on our boys and young men.

We are one of the few branches in the service that will have to do our jobs with less—less money, less equipment, less help. It is a great challenge. We should meet it with the same spirit of high resolve we want our nation to have in meeting its crisis.

I believe the most beautiful word in our language from the angle of association is—Mother. I believe the most beautiful word from the angle of sound is—evermore. But in athletics and war the finest word of all and at all times is—"Ready."

I say now to you size up your local situation; carry on all activity you now have; expand it where it can be increased and work at it diligently and a little more quietly. We cannot all get publicity for what we are doing and anyhow that is not the real reward for the service we can render. The real reward is in the satisfaction of being able to raise your hand to the referee as the boys go into the service and shout, "Ready!"

Pre-Military Conditioning

By
KING J. McCRISTAL
Associate Professor of Health and Physical Education
Michigan State College

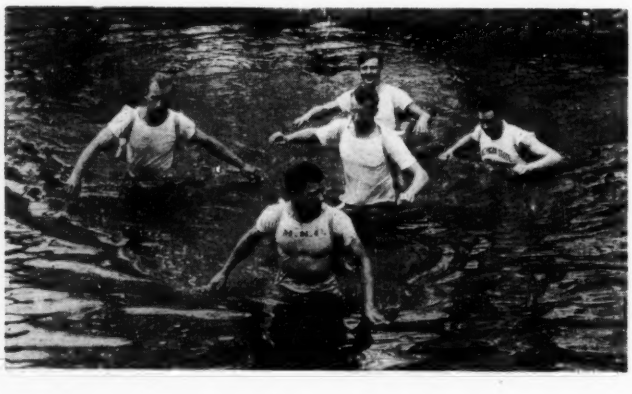
SHORTLY following the entrance of this country into the present world conflict, Michigan State College ruled that every male student not taking military science would be required to enroll in physical education. This timely move changed the picture from a one-year requirement for freshmen to a four-year requirement for all students not enrolled in military science.

Emphasis in the last three years of this total program is placed on the body-building types of activity. More particularly, those students likely to go into the armed forces in a short time are required to select courses of a more vigorous type such as boxing, wrestling, tumbling, apparatus stunts, water polo, etc. All classes meet three times a week and credit toward graduation is given.

The changed requirement increased the need for more of the so-called "hardening" courses. It was this need which led to the formulating of our present course in "Safety Skills."

The name of the course which is somewhat misleading was taken from a section of the report of the committee which worked out course details. This report stated that, "Every effort will be made to effect a high percentage of carry-over from skills taught in this course to skills which will be available to a civilian or a soldier under war conditions." This statement carried the implication that proficiency in this course would assure the individual of some measure of personal safety while war conditions prevail.

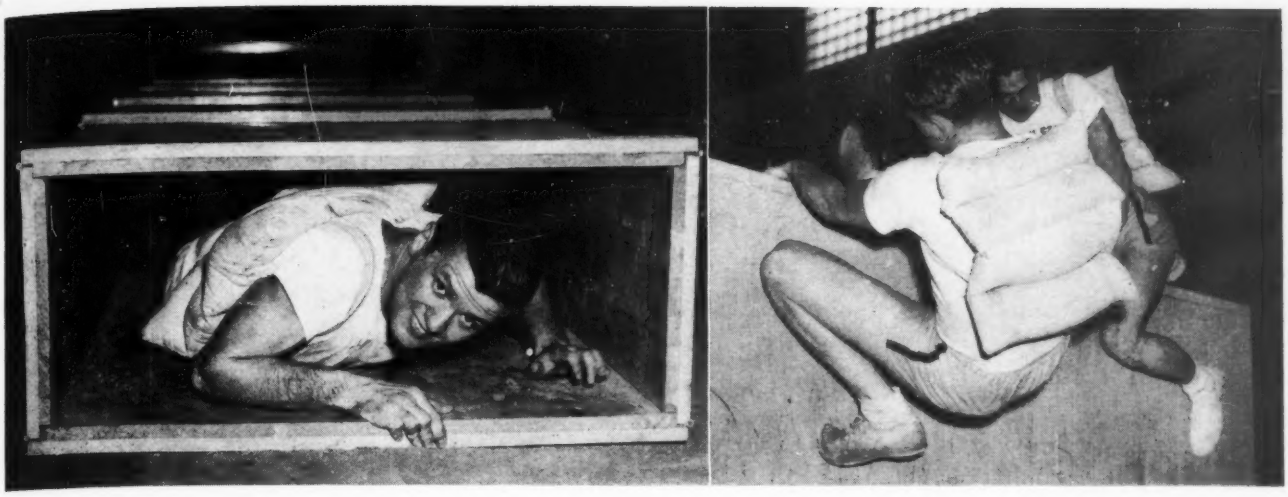
The committee which laid the foundation for this course proceeded on the assumption that no one sport is adequate for all-round physical conditioning. It considered as well that no one knew what branch of the armed forces the students would be identified with later and so could not anticipate with any degree of accuracy the type of training or amount of physical conditioning necessary. With these criteria as guides it was decided that a maximum contribution could only be made by employing the use of basic skill fundamentals.



The fundamentals selected for use were carrying, climbing, crawling, dodging, jumping, pulling and pushing, running, throwing, and vaulting. These fundamentals along with the methods of their use and certain of the standards of achievement are included in the following list. Standards for all activities have not been determined at the time of this writing:

List of Activities Along with Certain Standards of Achievement

1. Carrying
   - a) Carrying sandpacks
     - (1) Two-arm carry
     - (2) Hip carry
     - (3) Shoulder carry
   - b) Fireman's carry. (Over set distance in good form, using classmate of own weight, from supine position to supine position)
   - c) Two-man carry (chair carry and others)
   - d) Building sandbag barricades in competition. (Standards of achievement have not been established.)
2. Climbing
   - a) Rope climbing (Reaching as high as possible, standing on tip-toe, climb to top of 18′ rope any style in 12 seconds minimum)
   - b) Ladder climb, using any style (9 seconds minimum to top of 18′ ladder)
   - c) Pole climb—procedure same as rope climb. (8 seconds minimum to top of 18′ pole)
   - d) Scaling walls (Start 30′ from 8′ wall; run and climb wall and return to starting line—11 seconds minimum)
3. Crawling
   - a) All-fours (bear run)
   - b) Inverted all fours run (crab run)
   - c) Fireman drag
   - d) Nightcrawler tunnel—crawling through tunnels with sandpack
     - 1) Head first (30′ in 15 seconds)
     - 2) Feet first (30′ in 22 seconds)
4. Dodging and running games
   - a) Dodgeball
   - b) Run-sheep-run
   - c) Kick ball
   - d) Stick relay
   - e) Potato relay
5. Jumping
   - a) Simple high jump forms (4′ 2″ minimum)
   - b) Broad jump
     - 1) Running broad jump (13′ minimum)
     - 2) Standing broad jump (Performer's height plus 2′ 3″)
   - c) Diving over bar (Height of performer's nipples)
   - d) Jumping from height (Balcony—10′ land in jumping pit)
6. Pulling and Pushing
   - a) Tug of war—individuals or squads.



b) Charging sled—individuals and groups.

7. Running
   a) Jog two laps and walk one lap (early season)
   b) Balcony shuttle course carrying sandpack (late season). Take every step; keep reasonable distance apart.
   c) Jog turn, sprint straightaway three laps (late season)
   d) Outdoor obstacle course
   e) Obstacle relays (Standards of achievement have not been established.)
8. Throwing
   a) Medicine ball throw
      1) One arm, side arm (both arms)
      2) Overhead backward throw using both hands. (Standard: One foot for every four pounds body weight.)
9. Vaulting
   a) Bar vault (Height of performer's nipples)
   b) Pole vault for distance (8′ measured from the point of contact of the pole with the ground)
   c) Buck vault for height (straddle vault—5′)
   d) Buck vault for distance (No standard established.)
10. Strength tests
   a) Chins (In good form—complete extension of arms without swinging)
   b) Push-ups or floor dips (Touching chest to floor, back straight.) (Standards of achievement have not been established.)

Equipment

Several pieces of equipment were built for the new Safety Skills course. They are listed as follows:

1. One 8′ climbing wall three inches thick, built from scrap lumber.
2. One wooden tunnel 30′ long—14 inches high and 3′ wide, built in four sections.
3. One overhead beam which supported three 18′ climbing ropes, one rope ladder, and one climbing pole.
4. One metal horizontal ladder 20′ long. Rungs two feet apart.
5. Forty canvas sandpacks each weighing 40 lbs. Each pack constructed of four separate compartments and fitted with shoulder straps.
6. Five lengths of 1½ inch rope each extending sixty feet. across the Red Cedar River. (Accommodates ten men at one crossing.)

Conditioning Sequence

During the first two-week period general conditioning activities such as calisthenics and games are used. At the end of this time the students go directly into regular course activities after a brief calisthenic warm-up at the beginning of the class. A typical class period consists of squad work in the several fundamental skills. Toward the middle of the term members of the class are skilled enough and conditioned sufficiently to run the indoor obstacle course. With continued practice and increased physical conditioning the classes are able to run the outdoor obstacle course during the last three weeks of the term.

Obstacle Courses

A. Indoor Course (carrying 40 lb. sandpack except on rope climb)
   1. Climb 18′ to overhead support and return to floor by rope
   2. Run one lap around 220-yd. track to wall
   3. Scale the 8′ wall
   4. Run around 220-yd. track to tunnel
   5. Crawl through 30′ tunnel
   6. Run around 220-yd. track to finish line

Note: (a) It is suggested that starting three men at a time will save time. (b) Standards of achievement will be established.

B. Outdoor Routine (To be run carrying a 40-lb. sandpack—course approximately ¾ mile)

In the course of this run the student scales a brick wall, passes through a barbed wire fence, fords a river, climbs the river banks, crawls under a post obstacle, crosses the river suspending weight from an overhead rope, and does other agility and endurance tests en route.

Evidence of Fitness

At the beginning of the course three simple tests were given to every student to determine to some degree the gains in strength that were made. These same tests were again given at the end of the term.

Using one class of forty-three men as a sample, we find that the average performance in chinning the bar was raised from 7 times on the first test to 11.4 times at the end of the term, a gain of 61 per cent. The highest number of chinnings recorded in any class was 26. This man's beginning score was 19. The lowest number of chinnings recorded at the end of the term in any class was 4. Incidentally this man improved his beginning score by 300 per cent.

In the push-ups or floor dips the average score was raised from 15.8 to 30.2 or an increase of nearly 100 per

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Rhythm Training in the Elementary School

By
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Bound Brook Public Schools
Bound Brook, New Jersey

THE teaching of rhythm as a part of the physical education curriculum is rapidly becoming more and more important. So much so, that in the state of New Jersey, the Association for Health and Physical Education has appointed a rhythms-study committee to work jointly with the state Music Association to set up a curriculum in rhythms for the New Jersey schools. When finished, this work will include an outline of proposed rhythmic activities from primary grades through teachers college.

With the world in its present state of chaos, teachers everywhere are constantly being challenged to do over-time thinking. They must alter precious educational concepts. Much subject matter which, in time of peace was of primary importance, has to be shelved for the duration to give way to a wartime education.

This is particularly true of physical education. If the teaching of rhythms was recognized as important in the peace-time physical education program, it is increasingly more so at the present time. Now, more than ever, children need to look on the school as a stabilizing force. This is particularly true of first generation foreign children who may have more than the ordinary share of conflicts.

In face of uncertainty or fear, people often turn for relief to interests through which they can project or lose themselves, such as music, art, drama, literature, dance. All of these have great therapeutic value. They are healthy pursuits, especially in times like these.

Speaking specifically of rhythmic teaching on an elementary school level, here is a field rich in possibilities for the alert teacher of physical education who would adapt her curriculum to fit a world at war. Here is an activity which, once started, will grow and grow. It is a "natural." Through its own popularity it will enlist an enthusiastic following from boys and girls of all ages.

FIRST of all, what is meant by "rhythms"? They represent a child's spontaneous and individualistic physical response to a specific rhythm or sound pattern. The sound pattern may be produced by percussion, voice, or music. Or, a broad general definition might be: the teaching of movement in all its forms, especially as it applies to the child's own body.

The latter sounds like an ambitious and difficult undertaking, but it needn't be at all. The important thing is the teacher's simplicity of approach. In order to teach a child anything constructive about movement and motion, and consequently about rhythm, it must be made understandable to him according to his age.

Rhythmic training should start in kindergarten, and continue in progressively more advanced forms up to and through junior and senior high school. In the elementary grades, the teaching of rhythms should be broken down into its simplest forms—translated into the child's own language. Emphasis at first should be placed on everyday movements which are familiar to the child.

In the primary grades, for instance, by merely using a percussion instrument such as a Chinese tom-tom, the child can be taught to distinguish the difference between the basic foot patterns of walking, skipping, galloping, running, hopping, and various combinations of these. He can also be taught to understand intensity of sound and hence the appropriate movement—response to that sound. (i.e. a slow, soft walk as opposed to a slow, loud walk, etc.)

From third grade on, the child is ready to acquire a movement vocabulary. Again, through use of the drum, he is taught the various kinds of movement of which the body is capable. These can be broken down into groupings, such as swinging and swaying, bending and stretching, turning and twisting, rising and falling, shaking and beating, as suggested by Elizabeth Waterman in her *Rhythm Book*. Then, by using these movement groups as a basis on which to work, the children are encouraged to create their own rhythmic patterns, either singly, with a partner, or in groups.

By using one instrument like the tom-tom, the impetus to move has been brought about by a single isolated sound or progression of sounds. There are no distracting over-tones or contrapuntal rhythms which often confuse the less rhythmic child. Consequently, the drum is perhaps the best single instrument to be used as a beginning device for the teacher.

The voice offers another interesting and effective means by which the teacher can bring about a rhythmic response from her pupils. For instance, the sound pattern might be the vocalization of the child's own name.

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Recent Motion Picture Films in Physical Education

By
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University of California
Berkeley, California

WHILE reviewing motion picture films in the summer of 1942, it occurred to the writer that many teachers of physical education might welcome information about recent films in this field.

Films that seemed to the writer of special merit are included in the reviews below. These pictures are all 16 mm. and the cost for rental or purchase may be obtained upon request from the distributors of the films.

Archery for Beginners

1940. 1 reel. Silent. Black and White.

Repeated shots of the draw, anchor, and loose of the arrow are shown by Ann Weber and Mrs. Jackson. Demonstrated lessons for beginners are clearly shown.

Distributor: National Section on Woman's Athletics, 1201 16th Street, N.W., Washington, D. C.

Fundamentals of Basketball

1937. 7 reels. Sound. Black and White.

A clear presentation of basketball techniques presented by seven coaches of basketball: Dave MacMillan, Dr. Forrest C. (Phog) Allen, Clair Bee, Dr. H. C. Carson, George Keogan, John Bunn, and "Chuck" Taylor. This film will be of interest to women as well as men teachers.

The Highlight Version (1 large reel) can be ordered separately, taking 50 minutes to show. This is most useful for subject review. Individual reels of each coach can also be ordered. (Screening time 10 minutes per reel.) The outstanding points stressed by each of the coaches are:

1. One hand shots—Dave MacMillan.
2. Fine points of "Phog" Allen's style of play.

"Techniques of Foil Fencing"

3. Basketball shooting and techniques of the game—Clair Bee.
4. Famous figure-8 offense which Dr. Carlson originated and drills by which players acquire particular skills.
5. Man-to-man play as a basic system of defense and the importance of all fundamentals which is stressed by George Keogan.
6. The fast break types of offense and the zone defense as a basic system—John Bunn.
7. Variety of fundamentals which are applicable to any system. "Chuck" Taylor's tactics in ball handling and drills are particularly enlightening.

Distributor: Films Incorporated, Chicago, Illinois; New York, New York; Portland, Oregon.

Advanced Technique and Team Play in Girls' Basketball

1941. 1 reel. Silent. Black and White.

Demonstrates shooting for baskets and different team plays such as: pick off, screening, recovering, rebounds, breaking up juggles and bounces. Different types of guarding: jump-ball plays, out-of-bounds plays, etc.

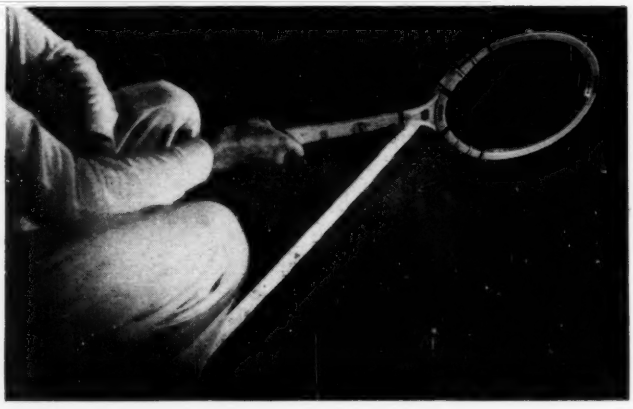
Distributor: Scholastic Coach Bookshop, 220 East 42nd Street, New York, New York.

Techniques of Foil Fencing

1942. 1 reel. Silent. Black and White.

Produced by the University of California under the direction of the Department of Physical Education for Women, University of California, Berkeley, California. Demonstrated by Helene Mayer, United States and World champion of women's foil fencing. Many close-ups and slow motion scenes of hand and foot work are shown. Included in the film are:

1. The proper grip on a French and Italian foil.
2. The on guard position.
3. Advance, retreat, and lunge positions.
4. Attacks: Straight thrust, disengage, one-two, one-two-three, coupe, coupe disengage, coupe coupe, stop thrusts, and ripostes.
5. Parries: direct parry 4, 6; contre parry 4, 6; parry 7, 8; half-circle.
6. A bout, slow and regular speeds.



Don Budge in "Fundamentals of Tennis"

Excellent teaching film for students who have had beginning fencing.

Distributor: Department of Visual Instruction, University of California, Berkeley, California.

Fundamentals of Rifle Marksmanship

1941. 6 reels. Sound, Black and White. Screening time, 1 hour for complete 6 reels. 4 reels. Silent. Black and White.

These reels were produced in cooperation with the United States Marine Corps and the National Rifle Association, and the film has been adopted as an official training film by the Corps. It is designed to train military units in the use, handling, and care of the .30 caliber service rifle.

The 6-reel sound version shows: nomenclature, sighting, aiming; shooting position; firing the rifle; sight correction rules; making sight correction; rapid firing.

The 4-reel silent version shows: proper clothing and equipment necessary for target shooting with the .30 caliber rifle and starts the sighting exercises; further sighting exercises and trigger squeeze; actual firing positions; slightly more advanced and takes in rapid fire.

Distributors: National Rifle Association, 1600 Rhode Island Avenue, Washington, D. C. (4-reel silent version.) Transfilm Incorporated, Producer and Distributors, 35 West 45th Street, New York, New York. (6-reel sound, 4-reel silent.) Bell and Howell Company, 1801 Larchment Avenue, Chicago, Illinois. (4-reel silent version.)

Fundamentals of Tennis

1942. 2 reels. Sound or Silent. Black and White. Screening time 20 minutes. A printed copy of Mr. Budge's commentary is supplied free of charge with the silent version. Technical Advisor: Louise Kjellstrom.

This film was produced through the joint efforts of the Wilson Sporting Goods Company, and Transfilm Incorporated, and in consultation with the United States Lawn Tennis Association featuring the star, Donald Budge, himself. It is a valuable film for players and instructors, for tennis classes or for individual players. It creates interest, stimulates play, improves strokes. It is good for all ages, expert or novice. Don Budge shows and tells how to perfect the forehand strokes, the backhand stroke, the smash service, the volley, and the half-volley. Unusual silhouette shots and plenty of ultra and semi close-up views are taken.

Distributors: Transfilm Incorporated, 35 West 45th Street, New York, New York.

Photo and Sound, San Francisco, California. The Wilson Sporting Goods Company, Chicago, Illinois, will loan this film to colleges, schools, and recreation centers; particularly where tennis clinics are held.

Springboard Diving

1941. 2 reels. Silent. Color.

Produced by the University of California under the direction of the Department of Physical Education for Women, University of California, Berkeley, California. Detailed illustrations of body position in the air; proper use of feet and arms; standing front dive; the approach and take-off from the board; exercises for body control in the air; the swan dive, running front dive, back dive; and common faults. Excellent instructional film in an attractive colorful outdoor pool.

Distributor: The Department of Visual Instruction, University of California, Berkeley, California.

Swimming

1939

1. The Beginner—215 feet, sound.
2. Getting Afloat—200 feet, sound.
3. Advanced Strokes—200 feet, sound.

These 3 reels are re-edited from the film "Learn to Swim."

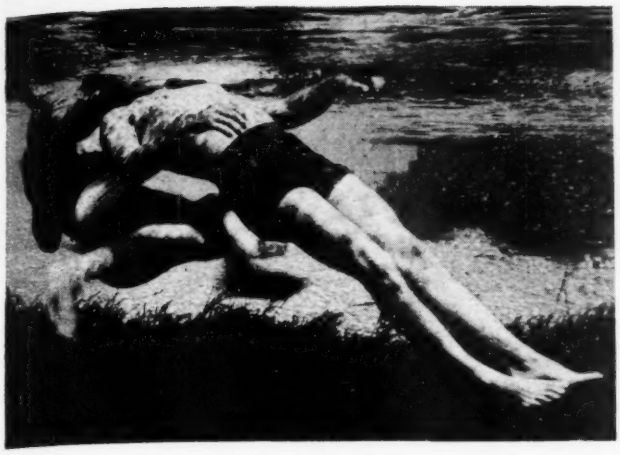
Interesting underwater photography with slow motion and close-ups of breathing, floating, elementary crawl, turn overs, sculling. In the third film the front and back crawl strokes are demonstrated. Produced by the United States Department of Agriculture in cooperation with the American Film Center and the American Red Cross.

Distributor: American Film Center, 45 Rockefeller Plaza, New York, New York.

Heads Up

1942. 2 reels. Sound or Silent. Black and White. Screening time 24 minutes.

The American Red Cross presents the official film on Water Safety. This film is for instructors and students of Water Safety and Lifesaving. Dozens of underwater and slow motion shots reveal accurate methods and procedures. The film includes: ways to avoid common swimming hazards; simple means of "Rescue without Risk"; swimming techniques adapted to lifesaving; ways to approach a drowning person; parrys, grip releases, carries.



"Heads Up"

Oars and Paddles

1942. 2 reels. Sound or Silent. Black and White. Screening time 24 minutes.

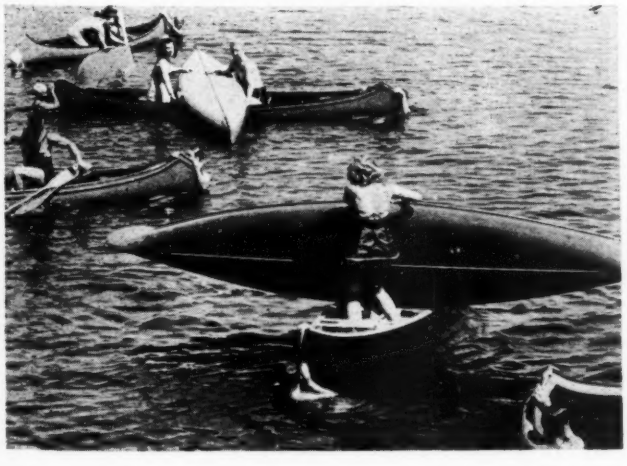
The Official American Red Cross film for Water Safety Classes. Demonstrations by experienced instructors. Skills needed to prevent accidents in boats and canoes are clearly shown as follows:

1. Proper methods of launching and getting under way.
2. Techniques in handling oars.
3. Complete self-rescue with over-turned boat.
4. Boat rescue of swimmer in smooth water.
5. Surf rescue from launching to safe return.
6. Basic canoe paddling strokes—bow and stern.
7. Changing positions, picking up passengers.

These reels will help coordinate class instruction and at the finish will act as a good reviewer. This film will prove invaluable to instructors who have not sufficient time, place, or equipment to teach boating to Water Safety and Lifesaving classes. Instruction film guide of "Heads Up"* and "Oars and Paddles"* will be sent with the silent films for the instructor to use to substitute for the narration used in the sound films.

* To order these American Red Cross films, it is necessary to have the approval of your local Red Cross Chapter.

"Oars and Paddles"



"The Golden Fleece"

The Raven Phoenix on the left is a symbol of the first stage in making gold, mortification causing decay. His costume is black, with red, yellow, and white. The beaklike mask is pink. On the right is Sulphur in yellow with white bands. The Raven Phoenix is pecking at Sulphur to kill and putrefy it.

Distributor: Mr. Harold F. Enlows, Director, First Aid, Water Safety and Accident Prevention, 19 East 47th Street, New York, New York.

Techniques in Volleyball for Girls

1940 with 1942 additions. 1 reel. Silent. Black and White. Directed by Josephine Burke, Hunter College, New York.

Fundamentals of techniques and team play: the underhand, the overhead, the assistant serves; handling low balls, chest high balls, and high balls; taking the speed out of the ball; setting up the ball for a teammate; playing the ball off the net; the smash or kill and blocking the ball; team play.

Distributor: Scholastic Coach Bookshop, 220 East 42nd Street, New York, New York.

The Golden Fleece

Hanya Holm and Group. 900 feet. Silent. Color.

This is a story fantasy of the alchemist attempting to produce gold by fusing the elements drawn from chaos; it has been heightened by the surrealistic costumes of Kurt Seligmann. The dancers, represent the different elements necessary for the making of gold, and these elements are: mercury, (Hanya Holm) sulphur and lead; fire, water, and earth; the fruit-bearing tree, the worm, and phoenix.

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The Iowa Plan of Physical Education

By
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THE State of Iowa has had since 1926 a legal requirement that physical education be taught in its public schools. In 1933 under the leadership of Miss Agnes Samuelson and in these later years under Miss Jessie Parker's leadership the State Department of Public Instruction has persistently endeavored to bring to the teachers in the one-room rural schools and in the small town elementary schools a way by which they could effectively carry out the provisions of the law. The problem seemed most acute in the one-room rural schools, where a young teacher with limited training teaches to all ages all the subjects of all the elementary grades. The task was well defined. It called for a way by which our rural school children could participate in a sane, safe, valid, and vitalized program of physical education in spite of adverse circumstances. It called for looking reality straight in the face. It called for regarding the rural school not negatively but positively. In fact in a number of important ways we came to realize that those very features which mark the rural school are after all its greatest assets, and give it its peculiar charm. In Iowa's little white school house is gathered with their young girl teacher a group of 10 to 16 children, ages ranging from five to fourteen and belonging to five or six rural families. They live and work together from 9:00 to 4:00; they eat their lunches together at noon, possibly even prepare some warm dish together; they play together; they share in keeping the place clean and warm and themselves clean and free from thirst. Many times during the day the younger ones learn from watching the older ones; the older ones find many occasions to help the younger ones; and all help each other and themselves—because when there is so much to be done, there is no other way. Thus important living goes on. So was Pestalozzi's school—he who said, "We must help the child to help himself." And we could almost believe that some master educator had determined to carry out Dewey's idea of what a school should be and had deliberately planned and established a "miniature democracy" in every district school.

SUCH a setting was a challenge. This challenge proved to reach far beyond the needs of the rural school. It opened up a new vision and demanded an answer to a new question: Why cannot physical education wherever it is taught be carried on in a somewhat similar setting? And so the State Department has what is known as the Iowa Plan of Physical Education for Elementary Schools and also now one for High School Girls in answer to this question.

When we speak of physical education for our children to our rural and small town elementary school teachers, we mean those motor experiences in school and out of school which use the big muscles of the body in play forms and which are, therefore, inherently so constituted that they contribute largely to the development of the whole child. With two things in mind—first, physical education as just defined; second, the developmental needs of the whole child—it became possible to set up three main purposes for the Iowa Plan. The first is to provide a way whereby a full measure of the benefits of physical activities of the play type can be assured to Iowa boys and girls. These benefits as you know center around child growth toward producing a sturdy, skillful, alert, and socially competent individual. It is commonly conceded that the distinctive obligation of physical education to child development is mainly physical fitness in terms of organic power, muscular strength, and skillful handling of the body (which involves, of course, an alert mind). But since the play activities are social in nature and are derived from significant emotional and social experiences of the race, physical education is deeply obligated to contribute to the emotional and social development of the child as well. Therefore, since social competence in our country means ability to live well the democratic way of life, the Iowa Plan purposes to find a way whereby all physical education experiences will be given a completely democratic setting in which children may consistently practice the disciplines of democracy and grow in democratic self-management of their play life in and out of school.

A third purpose is to provide a way whereby children can progressively learn to help themselves grow in self-reliance, and to develop resourcefulness in respect to their recreation so that when they leave school —be it before entering high school, at the tenth grade or at graduation—they may be able to live well in their leisure time.

WITH these purposes in mind, very definite procedures have been planned.

1. Children are for the most part organized for in-school play on the basis of the common out-of-school play group which is a) small, 5 to 9 or 10 players, even less, seldom more; b) self-managed. In the rural school this would mean as a rule two play groups, the

older play group of from 4th or 5th to 8th grade children; the younger play group from 4th or 3rd down.

The purpose of the small play group lies in the need for integrating in-school play with out-of-class and out-of-school play in order to give direction to these latter play times so that they will be more efficient, and in order to stimulate as much play participation out of class and away from school as possible. Children need from four to five hours of big muscle activity a day to supply their growth needs, and since the school day cannot furnish that amount of time, a means of encouraging more play outside of school is necessary.

2. The play activities which children commonly enjoy are classified into seven sections according to type. These are: 1) rhythmic activities; 2) stunts; 3) combat activities; 4) group games and relays (mainly tag and racing games); 5) lead-up and team games (mainly ball games); 6) individual and dual games, 7) out-of-school activities, including outing and scouting activities, bicycling, horseback riding, etc. Children naturally and spontaneously enter into these activities since each type is rooted in children's normal motor, emotional, and social drives. Furthermore, use of this classification of types gives a framework which helps children to really understand what it is they like to play, what it means to be an all-round player, and how they can systematically help themselves in the selection of the games they want to learn. They use this framework as a means to build their play units as they progressively learn to choose what they will play.

3. Children, cooperatively with the teacher and in accordance with the ability of their play group, choose the activities they will learn. At first the teacher supplies a good share of the activities of the first unit. The older play group will soon have the vacant spaces filled out as they study their copy of the Iowa Plan for suggestions, read from their *Physical Education for Elementary Schools* or some other good reference descriptions of the activities, and decide upon their choices among themselves, possibly during lunch hour at noon.

4. Children are led to study their play needs in and out of school, to check their units to see how well these needs are supplied and to make further selection if needs are not cared for. They soon discover that they need games suited to many occasions, as when they play alone or with only a few children; when the weather is hot; when it is cold; when the ground is covered with snow; when there is to be a picnic; when playing in a family group of mixed ages; when sick; when girls and boys play together; and so on—in addition to the various play situations which occur during the day at school. Special needs, as for example, games for a party or for a pupil just returned from an illness, offer problems to be worked out as they arise. The children thus become recreationally resourceful both from the standpoint of knowing many games for many occasions and of knowing how to help themselves when recreational problems arise to be solved.

Children are further led to realize that those important activities which cannot be done in school are also a part of their physical education and should be accounted for. *Section 7,* "Out-of-school activities," gives children the opportunity to fit coasting, roller-skating, horseback riding, picnics, etc., into their play plans. There is no sharp and unnatural line drawn between in-school and out-of-school play. Play life is integrated.

5. The children cooperatively manage their own play periods in school, at recess and at noon according to their ability to do so. They plan each lesson from their unit, care for the equipment and play space, organize themselves for the various activities, act as officials, help each other in their skills, solve their problems as they come up, with the help of the teacher when necessary. The younger play group are taught the activities and then allowed to organize them by themselves after they are learned. The older play group learns some or all of their chosen activities by themselves by working them out from the book. The noon period is the time when children can read and experiment. The teacher is the ever-present and ready helper for all problems with which the children need help. She, however, helps them to help themselves as far as possible. Gradually they become more self-reliant, more accurate in interpretation, more skillful, and more helpful to each other. The teacher and all the pupils are responsible for fairness, consideration, equal sharing of responsibilities and of benefits, safe and healthful conditions for playing.

6. Each child is given many opportunities to get practice in leadership skills. New play group leaders are selected every six weeks or so. Children study what makes a good leader and are led to make their selection accordingly. The richest opportunities for leadership practice, however, come not so much from being leader as from belonging to a small self-managed group where each child is responsible for doing his share in studying, experimenting, demonstrating, teaching, giving ideas, taking care of equipment, making things safe and healthful, and so on. The better democracy works in the group, the more each child gets to share in all responsibilities and thus the more he gets practice in leadership skills.

7. Children are encouraged to know if they are progressing in their motor skills. They can determine by reading the grade group objectives whether they have accomplished certain skills or certain levels of a given skill. This list challenges them to seek the activities for their play units which will assure a learning of the skills they have not yet accomplished. Accomplishing the upper grade objectives before graduating from the rural or elementary school will mean that these children can enter high school ready to participate successfully in a high school program of athletics.

8. A play unit is not considered complete if it includes only the motor activities which develop the motor skills of the grade-group objectives. Intrinsically the play activities, as well as the procedures which

(Continued on page 62)

How We Do It

Co-recreation, on the Junior High School Level

THE need for co-recreation in the modern physical education setup is becoming more apparent as the years go by, and I will attempt to prove through our experience in a junior high school, how such a program can be brought into existence. The pleasure derived by both the participants and the instructors in conducting a program of this type is well worth the effort.

It is an accepted fact that boys and girls of junior high age tend to isolate themselves from each other, which is due to the adolescent changes they undergo during these important years of their lives. In most elementary schools, they have had their physical training classes together and are accustomed to playing and doing things as a whole. The junior high program, which provides separate instructors for the boys and the girls, seems to create a self-consciousness of the opposite sex. Thus, a barrier is formed in the boy and girl relationship that needs breaking down in order to conduct a successful co-recreation program.

May I remind you, that before any thought of co-recreation program can be set up, it will require the absolute cooperation of the man and woman in charge of the physical education program. After the physical training department has agreed to sponsor activities of this type, the program must be sold to the principal and the Dean, and in some instances, this is no small job. Even in this day and age we still have some people in administrative jobs who frown upon activities for boys and girls of junior high age. We have found, in the program we carry out, that the boys treat the girls with utmost respect, and are very considerate of them at all times. The element of teaching fair play in their games seems to have a definite carry-over value in their actions toward each other throughout the school day.

Our co-recreation program got started about five years ago, when Miss Luther, my co-worker, conceived the idea of having a brother and sister paddle badminton tournament. It did not take long for the brothers and sisters to pair up, and before long we had others who were interested, asking how they could enter, so we went a step further and permitted cousins to participate. But as time went on, it wasn't long before we just closed our eyes as to who was entering with whom. Starting with thirty-two couples, this particular activity now includes active participation of one hundred and ninety-two couples since last year. Aerial dart paddles are used with rubber-tipped shuttlecocks and the game is played on a regulation badminton court using the official rules of the game. The rules and playing techniques are taught in the gym period, so that all have a thorough knowledge of the games to be played. The paddles can be very easily duplicated in the woodshop. By charging a five-cent entry fee per person, we have managed to make this fee pay for the birds used plus a new bird to each of the winning couples in the various flights. Six flights are run off, a junior and senior flight for each grade. The losers in the first round play off a consolation round so that each couple has the opportunity to play at least two matches before being eliminated from the tournament. Schedules are posted a week in advance and rare is the case of a default for they seem to live for these matches, and it is nothing unusual to find the courts lined with spectators cheering for their favorites to come through.

We feel that playing the game of badminton with the wood paddles does develop the fundamental skills necessary in playing the game. The change over to the regulation racquets has been no problem at all, as the better players could adapt themselves to the racquet game very readily.

Our next step in enlarging our co-recreational program was to include ring tennis. Personally, I was not sold on this type of activity, until I had the opportunity to witness the possibilities of the game. After giving it a try, I was of the opposite opinion. Each home room organizes its team, having five boys and five girls on it. The game is played with three of each on a side. The other two act as alternates, and whenever one on their team makes an error, the alternate immediately jumps into his or her place. Naturally, the less errors one makes, the more that individual gets to play, and it is nothing unusual for a player to go through the whole match without being replaced. From a team game standpoint, ring tennis has proven just as popular as our mixed volleyball program.

In conducting our volleyball tournament, we found the boys and girls in the upper grades did not have the same degree of skill, so we had to enforce a no-spiking rule. There is a definite problem also of trying to keep the boys from monopolizing the play, and in order to get around that, the boys could not return the ball directly but instead had to pass or set up the ball for a girl player to return over the net. By doing this, the girls felt more a part of the team and the boys had the opportunity of improving on their passing game.

I presume those of you who are in direct contact with junior high work have an activity club setup of some kind in your school. When I speak of an activity club, I mean one in which all the teachers in the building have charge of a hobby club. The physical education department usually sponsors an activity closely correlated with their daily routine of work. This may be tumbling, tap dancing, apparatus, or seasonal sports activities such as golf, tennis, hiking, bowling, swimming, etc. In our activity setup, we feel that our department is doing a worth-while piece of work in promoting what we call a High School Party activity. In this activity, membership is limited to senior ninth graders. Our purpose is to prepare these boys and girls for the experiences they are going to meet when in high school. At the beginning of the semester, talks on etiquette, party behavior, social mixers, and games are presented. As the semester progresses, we gradually prepare them for dancing by giving them singing games; teaching them the schottische, waltz, and two- and three-step, so that by the end of the semester, they are prepared to feel at home at a dance when in high school.

In conclusion, may I say, that the essentials for the success of a co-recreational program are first, cooperation; second, a desire on your part to make the program worth while and popular; and last, a well-planned program of activities that have a definite appeal to those participating.

C. F. Borgstrom
Sioux City, Iowa.

Hand-Baseball

A GAME devised by one of the members of our Recreational Leaders' club seemed different from any other I have used, and I thought it might be of interest to others in playing home games where only two or three participate. We named it hand-baseball.

A flight of four or more steps, not too close to windows, is necessary. An area of approximately ten feet in length immediately in front of the steps and the width of the steps (or wider) is foul territory. Another area similar in size and farther from the steps adjacent to the foul territory is the "hit" area. Out beyond this territory is the "home run" area. In playing the game, a player standing in the "hit" area throws a rubber ball at the steps and, as it rebounds, an opponent may catch it thereby counting one out. If not caught, the place where the ball first hits determines the play. Runners advance as in a regular game of ball on "hits" and "home runs." Three fouls make an out. After three "outs" a new batter is in. A seven- or nine-inning game with regular turns by all players may be played. Regular softball rules govern the game in all other respects.

Teckla M. Petersen
Recreational Director
Delaware School
Evansville, Indiana.

NATIONAL ASSOCIATION NEWS

Our Manpower Problem

Members of our Association and school administrators have been rightfully disturbed about the manpower situation, particularly as it relates to physical directors for the secondary schools (see letter from Mr. McNutt). Many letters have been coming to my desk with the simple question: "How can we put into effect the recommendations of the High School Victory Corps and the Physical Fitness Manual when so many of our physical directors are being taken into the armed forces?" This uncertainty in regard to manpower is not confined, as you know, to problems concerning our own profession. It is a great national problem which is just now being rigorously attacked.

I, personally, have been in touch with the members of the War Manpower Commission and with other governmental officials almost every week. At a meeting of high-ranking officials on December 9, I was asked to say specifically to our profession that our request and our problems were being considered sympathetically. They specifically asked me to say "plans are under way to put into effect in the various states, in-service and refresher-training procedures which should go a long way toward meeting the national need." I was also asked to say that "a far-flung national structure was being set up to safeguard the steady flow of trained teachers in the fields of health, physical education, and recreation." These assurances and other developments in Washington should give us encouragement.

Other developments are encouraging. The promotional work under the Office of Defense Health and Welfare Services is becoming very effective. In this area Mr. Ellwood Geiges of the division of Physical Fitness is rendering a valuable service. Dr. Frank S. Lloyd is promoting Physical Fitness through the Director of Recreation, Mr. Mark McCloskey.

Notable progress is being made through the U. S. Office of Education. Commissioner John W. Studebaker is thoroughly aware of the national needs and is pushing the physical fitness program to the limit of his ability. The Commissioner has proven himself to be one of our outstanding proponents. A number of things have been done through Commissioner Studebaker's office.

1. Three leaders who will devote their time to promotion are on his staff: Dr. Jackson R. Sharman, Principal Specialist in Physical Fitness, Miss Dorothy La Salle, and Miss Ruth E. Grout.

2. Three manuals have been prepared by this office by and with the advice of distinguished leaders in the nation, including high-ranking officials of the Army and the Navy: "The Physical Fitness Manual for High Schools," which will be off the press by the time this is read and copies of which should be procured from your superintendent and additional ones from the Government Printing Office; "The Physical Fitness Manual for Colleges and Universities"; and the "Health Teaching Manual for Schools."

3. Under the leadership of Dr. Jackson R. Sharman and with the cooperation of Army and Navy specialists and members of our own profession, demonstrations and consultations relative to making the physical fitness program effective have been carried on in various parts of the country.

4. Plans are under way at the present moment, details of which cannot be disclosed, to promote and make more effective medical examinations in our schools and to institute a thorough in-service and refresher teacher-training program in physical fitness.

5. Other plans are in the making to insure the supply of teachers not only during this crisis but for the period which is to follow.

The officers of your Association have been working in close contact with all of these professional movements. The entire resources of our national office have been geared to a total promotional plan.

I feel, personally, very much encouraged with what has been done and with the prospects of further progress which are receiving favorable consideration by various governmental agencies.—Jay B. Nash, President.

Letter from Mr. McNutt

War Manpower Commission
Washington, D. C.

December 4, 1942.

Dear Mr. Nash:

This will acknowledge your letter of October 15 regarding the problems confronting men now engaged in the promotion of health, physical education, and recreation. A reply to your letter has been delayed because we desired to have the questions presented by you considered by various members of the staff of the War Manpower Commission. I shall discuss the several problems presented in the order in which they appeared in your communication.

You state "numerous officials in various states are advising that the program be discontinued in our high schools because of lack of teachers." This would seem to be following the line of least resistance. With the tremendous demands for manpower, shortages in certain activities are inevitable. To meet such situations, redoubled effort is necessary, rather than the defeatist attitude which apparently is influencing the officials to whom you refer.

There is no question that additional emphasis should be placed on developing physical fitness. As to that objective there is no difference of opinion between responsible Army and Navy officials and representatives of the War Manpower Commission.

Neither is there any question of the desirability of a long-range program for developing a physically fit nation. However, this desirable objective must be reconciled with the fact that we are now engaged in a total war and that we must, for the time being at least, postpone long-range programs if they interfere with the direct war effort which would probably be true in this instance. In short we must utilize our people in the physical condition which they now have, improving it to the extent possible after induction into the military service rather than to place emphasis on a ten-year or so development program.

I believe that your question, "Is the task of developing physical fitness of sufficient importance to be stressed seriously?" is largely covered in the foregoing discussion. In the absence of definite information as to the intention of our enemy, I think you will agree that a flat "yes" or "no" cannot be given in this instance.

It is regrettable that persons serving the war effort in a civilian capacity to a degree which justifies their being deferred from Selective Service should be looked upon as not meeting their full patriotic obligation. However, human nature being what it is, it is understandable that such people are resentful because they are not in uniform. This mental attitude on their part must be corrected, even though we fully appreciate and admire their feelings in the matter.

It is not a practical proposition to induct physical training or for that matter, other leaders into the armed services and assign them to civilian training tasks. Rather, when the circumstances justify the utilization of a person in a civilian position which is deemed essential to the war effort, we favor the retention of such people in their civilian capacities, justifying this by the very logical and common-sense view that in a nation engaged in a total war every person should perform as nearly as possible the task for which he is best equipped.

We well appreciate that the foregoing may add but little

to clear up the uncertainty in your mind. The fact remains, however, that many problems which have confronted us in the present emergency are so foreign to our accepted way of life or made so complex by war considerations that they cannot be solved except in the light of considerable—and all too frequently—unsatisfactory experience. For example, consider the incompatibility of an urgent need for the physically fit men in the Army and Navy, and the long-range national objective of substantially improving the physical standards of all our young people. In this instance, immediate need appears to outweigh the more remote one, yet unquestionably for the future the latter is preferable. The final solution in this instance must be a compromise of the two conflicting requirements with perhaps a half a loaf to each objective.

In conclusion I can assure you that we are fully conscious of the problems you present and appreciate the discussion you have presented for our consideration. We hope that with the application of Selective Service to 18- and 19-year-old males, a somewhat more definite picture of the future needs of the armed services will develop which will permit concrete answers to the problems you have brought to our attention. Meanwhile, I suggest that you get in touch with Commissioner Studebaker of the Office of Education and ask him to give consideration to including in the War Training Program of the Office of Education refresher courses for teachers in the Physical Fitness Program.

Very sincerely yours,

(Signed) PAUL MCNUTT
Chairman

Letter from Commissioner Studebaker

Federal Security Agency
U. S. Office of Education
Washington

NOVEMBER 11, 1942

DEAR DR. NASH:

Dr. N. P. Neilson, yourself, and professional associates rendered most valuable service during the period from October fifth to the fifteenth working in the Office of Education in cooperation with representatives of the Army and Navy on the preparation of a manual on physical fitness for colleges. I am convinced that you, and the other men and women who worked with you, prepared a document that will receive the enthusiastic endorsement of Army, Navy, and college authorities. It should prove of much help in guiding the development of wartime programs of physical fitness in colleges and universities.

I want to thank you for making it possible for Dr. Neilson to serve in connection with this important project. I assure you that I appreciate your fine spirit of cooperation.

Cordially yours,

(Signed) J. W. STUDEBAKER
Commissioner

The following persons served on the committees which prepared the physical fitness manuals.

OFFICE OF EDUCATION COMMITTEE ON WARTIME PHYSICAL EDUCATION FOR HIGH SCHOOLS

Jackson R. Sharman, Principal Specialist in Physical Fitness, U. S. Office of Education, Chairman.

Lt. Col. Theodore P. Bank, Office in Charge of Athletics and Physical Education, U. S. Army, Washington, D. C.

Mayhew Derryberry, Chief of Health Education Studies, U. S. Public Health Service.

Ruth Evans, Asst. Supervisor of Health and Physical Education, Public Schools, Springfield, Mass.

Wynn Fredericks, Chief of Health and Physical Education, State Department of Education, Harrisburg, Pa.

Ellwood A. Geiges, Exec. Asst., Division of Physical Fitness, Office of Defense Health and Welfare Services, Philadelphia, Pa.

Ruth E. Grout, Consultant in Health Education, U. S. Office of Education, Washington, D. C.

Joe Hall, Director of Health and Physical Education, State Department of Education, Tallahassee, Florida.

Martha Hill, Instructor in Physical Education, New York University, and Member of Faculty of Bennington College, Bennington, Vt.

Strong Hinman, Asst. Superintendent of Schools in Charge of Health and Special services, Topeka, Kans.

Dorothy La Salle, Specialist in Physical Fitness, U. S. Office of Education, Washington, D. C.

Berenice Mallory, Home Economics Education, U. S. Office of Education, Washington, D. C.

N. P. Neilson, Exec. Secretary, American Association for Health, Physical Education and Recreation, a Department of the National Education Association, Washington, D. C.

Captain Lyman S. Perry, Director of Athletics, Naval Academy, Annapolis, Maryland.

James E. Pixlee, Chief of Physical Training, Army Air Forces, Washington, D. C.

A. H. Pritzlaff, Director of Health and Physical Education, Public Schools, Chicago, Illinois.

Floyd Rowe, Principal of Collinwood High School, Cleveland, Ohio.

Mazie V. Scanlan, Supervisor of Health and Physical Education, Elementary and Junior High Schools, Atlantic City, N. J.

Dr. Franz Schuck, National Institute of Health, U. S. Public Health Service.

OFFICE OF EDUCATION COMMITTEE ON WARTIME PHYSICAL EDUCATION FOR COLLEGES

Ruth Atwell, Prof. of Physical Education, George Washington University.

Philip O. Badger, Ass't. to Chancellor, New York University, and President of the National Collegiate Association, New York City.

Lt. Col. Theodore Bank, Chief of Athletics and Recreation Branch, U. S. Army, Washington, D. C.

Ruth E. Boynton, Director of the Student Health Service, Acting Head and Professor, Dept. of Preventive Medicine and Public Health, University of Minnesota.

Susan Burson, Home Economics Education, U. S. Office of Education.

Rosalind Cassidy, Convenor, School of Education and Community Services, Mills College, Oakland, Calif.

Dr. Jacob D. Farris, College Physician and Head, Dep't. of Health and Physical Education, Eastern Kentucky State Teachers College, Richmond, Ky.

Lt. Robt. J. Francis, Physical Fitness Section, Training Division, Bureau of Naval Personnel, Navy Dep't.

Ellwood A. Geiges, Exec. Ass't., Division of Physical Fitness, Office of Defense Health and Welfare Services, Philadelphia, Pa.

Ruth Glassow, Associate Professor of Physical Education, University of Wisconsin, Madison, Wis.

Major John L. Griffith, Commissioner, Big Ten Conference and Editor of the *Athletic Journal*, Chicago, Illinois.

Ruth E. Grout, Consultant in Health Education, Office of Education.

Helen Hazelton, Head, Dept. of Physical Education for Women, Purdue University, Lafayette, Ind.

William L. Hughes, Prof. of Health and Physical Education, Teachers College, Columbia University, New York City.

Dorothy La Salle, Specialist in Physical Fitness, Office of Education.

Frank Lloyd, Office of Defense Health and Welfare Services, Div. of Recreation.

Elmer D. Mitchell, Prof. of Physical Education, University of Michigan, Ann Arbor.

Jay B. Nash, Prof. of Education, New York University.

N. P. Neilson, Exec. Secretary, American Association for Health, Physical Education, and Recreation, Washington, D. C.

Mary O'Donnell, Instructor in Physical Education, Teachers College, Columbia University.

James E. Pixlee, Chief of Physical Training, Army Air Forces, Washington, D. C.

J. R. Sharman, Principal Specialist in Physical Fitness, Office of Education.

Lt. Mary J. Shelly, Physical Fitness Section, Training Division, Bureau of Naval Personnel, Navy Dept.

Seward C. Staley, Director of the School of Physical Education, University of Illinois, Urbana, Illinois.

Commander James J. Tunney, Director of Physical Fitness Section, Navy Dep't.

Jesse F. Williams, Prof. Health and Physical Education, University of North Carolina, Chapel Hill, North Carolina.

Letter from Mr. Threlkeld

U. S. Office of Education
Washington

NOVEMBER 18, 1942

DEAR DR. NASH:

Your letter of November 12 to Commissioner Studebaker has been referred to me for answer.

I quite agree with you that it will be most unfortunate if our high schools get the impression that military training is required as a part of the High School Victory Corps Program. As a matter of fact, it is not stated as a requirement either for general membership or for membership in any one of the five divisions.

With reference to the requirements for the five divisions, you will note that the paragraph that precedes the requirements for each division reads as follows: "Evidence of such plans and preparation will be at least three of the following." Since there are not less than five requirements to choose from, it follows that military training need not be one of the three qualifications offered by any particular pupil. The only exception to choosing three of the requirements is covered by an asterisk which shows that a program of physical fitness is required in each of the five divisions, and that both this program and one in mathematics are required by the Land and Sea Service Divisions.

The frequency with which this question comes up indicates that there should have been some different wording on this point in the High School Victory Corps Pamphlet No. 1.

I shall be pleased to hear from you at any time that we can be of service to you, and I should especially appreciate any suggestions you may have for us at any time.

With kindest regards.

Sincerely yours,
(Signed) A. L. THRELKELD
National Director
High School Victory Corps

An Open Letter to Dr. Nash

DEAR PROFESSOR NASH:

As your former student, and understanding the keen delight with which you provoked debatable issues among individuals of our classes, may I respectfully take issue with you on your last editorial in the JOURNAL OF HEALTH AND PHYSICAL EDUCATION.

There is no question about the fact that certain exigencies demand concerted actions, particularly in a period of tremendous moment. Your suggestion concerning the temporary lowering of standards for the profession of health and physical education is undoubtedly sound inasmuch as it would provide a group of teachers in areas where they are sorely needed. However, one cannot possibly forget the tremendous academic struggle for recognition that we have faced and must continually face. Will not every attempt at lowering standards, regardless of their insignificance and cause, later mean that we would have to face the same degree of intellectual prejudice in retrieving them? If our objectives and philosophy in relation to a democratic civilization are truly sound, is it possible to warrant under any circumstances, a move in a retrogressive fashion?

Surely lowering standards will not rectify nor ameliorate the present shortage of teachers, nor will it offer a post-war solution for the infinite number of problems in physical education that are bound to arise after this global struggle is over. On the contrary, it would appear that the most adequate procedure would consist of maintaining present standards, and even raising them if necessary, in order to insure a carefully trained responsible group of physical educators, equipped to cope with any type of problem and prepared to assume positions of responsibility in a reconstruction era.

I believe that it is a question of relative values; the last five years have seen an amazing growth in vision, in creative productivity, in a total desire to master those fundamentals that are basic to our profession. By all means let us maintain these accomplishments.

GERALD EHRLICH
City College of New York

Southern District ✣ ✣ Association News

The Regional Training Institute on Physical Fitness was held at the Georgia Institute of Technology in Atlanta, December 14 to 16. The purpose of this meeting was to explain the manual *Physical Fitness for the Victory Corps Through Physical Education* to the representatives from the seven southern states, Alabama, Georgia, Florida, Mississippi, North Carolina, South Carolina, and Tennessee who are expected to return to their respective states and conduct local institutes to interpret the physical fitness program. The manual was compiled by the Army, Navy and the United States Office of Education in cooperation with the Office of Defense Health and Welfare Services. This was one of the many regional meetings held throughout the country.

T. E. McDonough, Professor of Physical Education, Emory University, presided at the general meetings. Dr. Jackson Sharman, Principle Specialist in Physical Fitness, U. S. Office of Education explained the purpose of the Victory Corps as being an attempt to reorganize the high school curriculum in terms of physical fitness. Every student in the school may enroll in one of the five groups: Air Service Division, Land Service Division, Sea Division, Production Division, or Community Service Division.

Presenting the opinions of the Army and Navy were Captain Edgar B. Stansbury, U. S. Army Air Force, Captain C. Tjader, U. S. Army Ground Force, Lieutenant Commander Charles Forsythe, Division of Physical Training, U. S. Navy, and Lieutenant John Miller, U. S. Navy. They agree that the people of the United States must toughen up if we are going to equal our opponents. It is a process which takes time and the schools can speed up this process tremendously by getting our boys in top physical condition and thus shorten the army training period and get the boys into the theaters of operation much earlier.

The Army Air Force believes that good physical fitness is one of the first essentials for the successful operation of the war. The essentials for physical fitness are: 1) Proper nutrition; 2) Sleep — at least eight hours; 3) Correction of defects; 4) Proper health habits; 5) Proper attitudes toward health; 6) Exercise to increase a) endurance, b) strength, c) agility, d) coordination, e) speed; 7) Relaxation; 8) Emotional stability.

Military tactics is a science; military drill is a phase of this science. Physical training is a separate and distinct phase of training and military drill should not be substituted for physical training. The Army and Navy do not want military tactics taught in schools that are not properly equipped to teach it. "Get them in shape. We will do the rest. Build an attitude of being in and staying in shape."

Activities need to be selected which offer intensity of activity rather than variety. Calisthenics were recommended as a means of increasing capacity for sustained work.

The Army and Navy also want boys who have had experience in competitive athletics; for, in general, they have been found to be the best equipped physically because they recognize the importance of conditioning. Teach the boys a variety of

games, they say, for they are valuable for their socializing elements; teach them obedience, and respect for authority whether it be military, civilian, country, or home.

Lt. Miller summarized the causes for boys "washing out" in navy aviation schools as being poor coordination, lack of strength and courage, awkwardness, lack of balance, slow reaction time, and poor competitive qualities. Select sports, they request, which will increase agility, endurance, and coordination.

Miss Dorothy La Salle, Specialist in Physical Education, U. S. Office of Education, spoke in behalf of the girls and women. Administrators have lacked concern in making girls and women physically fit. Girls must be able to take over many jobs formerly preferred by men. Women will need endurance comparable to our women of pioneer days, for by the end of the coming year 18,250,000 women will be serving in some capacity. The physical education program should be directed toward the attainment of the physical fitness objectives of strength, endurance, coordination, stamina, and certain skills through activities organized around the three large areas of aquatics, gymnastics, and sports and games. A great effort should be made to develop strength of the feet, the abdominal wall, and the shoulder girdle. It must be kept in mind that the girl's part in the war effort will be, in a sense, uninteresting, but is a part which must be done. It is the job of the physical education teacher to raise the morale of the girls so that they can fulfill the tasks given them.

With the increasing hazards to health caused by the moving of so many people about the country it is essential that we know how to keep well. Diseases are being spread to sections of the country where heretofore they were unknown. It is imperative that people exercise every precaution to keep well, since facilities and personnel for caring for the sick are so greatly decreased.

This is a summary of what the army and navy consider the job of the public schools to be to win this war. The various phases of the physical fitness program were explained through lectures, discussions, and demonstrations.

SOUTH CAROLINA

A Committee on Physical Education has been appointed by the President of South Carolina Educational Association to work on problems concerning the programs of the state. Members of the committee are as follows: E. B. McConnell, Chairman, Spartanburg, South Carolina; Jack Reames, Greenville, South Carolina; H. F. Southern, Myrtle Beach, South Carolina; J. Ingram, Lexington, South Carolina; J. H. Cherry, McCormick, South Carolina; H. Betchman, Summerton, South Carolina; J. C. Doggett, Brunson, South Carolina; Dode Phillips, Due West, South Carolina; Willard Silcox, Charleston, South Carolina; Pete Borders, Chester, South Carolina; Elisabeth Clotworthy, City Schools, Charleston, South Carolina; Julia Post, Winthrop College, Rock Hill, South Carolina.

Among the physical education people from South Carolina who plan to attend the regional meeting on the National Fitness Program at Atlanta are the following: Paul Dorman, Route#1, Inman, South Carolina; John McMillan, Sumter City Schools, Sumter, South Carolina; Martha Redfern, Sumter City Schools, Sumter, South Carolina; H. B. Rhame, Columbia High School, Columbia, South Carolina; Annette McCollum, Dreher High School, Columbia, South Carolina; A. McLeod, Furman University, Greenville, South Carolina.

NORTH CAROLINA

Dr. J. Henry Highsmith, Director of Division of Instructional Service; Mr. Charles E. Spencer, Adviser in Physical and Health Education and Safety; and Mr. S. Marion Justice, Supervisor in Occupational Information and Guidance, have planned conferences with educators and classroom teachers throughout the entire state in which the Victory Corps is being initiated and developed in the high schools. Much enthusiasm is reported and a great deal of progress toward the achievement of satisfactory goals of student participation in the various aspects of the Victory Corps is evidenced.

Mr. Ralph J. Andrews, recently Director of Health and Physical Education at Western Carolina Teachers College, 1942-43 President of the North Carolina Association for Health, Physical Education, and Recreation, has been employed by the Department of Public Instruction to give full-time assistance to the Victory Corps organization and to various correlated aspects of physical education and health. Mr. Andrews will spend a great deal of his time in the field where he will be expected to give practical help to individual schools.

TENNESSEE . . . . . By Catherine Allen

Mr. Frank Taylor has resigned as State Supervisor of Physical Education to enter Naval Training School. A replacement is expected to be named in the near future.

The recently completed film on the "Teaching of Physical Education in the Elementary Schools" is touring the state for the education, instruction, and enjoyment of teachers, parents and children. It was filmed at Murfreesboro, Tennessee.

Eastern District Association News

A Message To The Eastern District

The war has brought many changes to education. Some of the greatest of these changes have been wrought in our own fields of health, physical education, and recreation. "Education as usual" has gone for the duration. Our whole effort now goes to the winning of the war and to preparation for the peace which follows.

A question has been in the minds of many, "Shall we plan for conventions, or shall we discontinue them for this year, and perhaps for the duration?" The problems of transportation and hotel accommodation are serious, and the preparation of worth-while programs is difficult. With these thoughts in mind the Executive Committee of the Eastern District met, and came to the following decision. This year, more than ever before, those engaged in health, physical education, and recreation need the inspiration of a convention. All cannot make the trip to Cincinnati to attend the national meetings. Therefore, plans are underway for a wartime convention, April 8-10, at New Haven, Connecticut.

The plans are as follows:

1. A shorter convention, with the opening meeting the evening of Thursday, April 8, sessions running through the entire day, Saturday, April 10. This plan may make it possible for many who may not be able to arrange for longer absence from work to attend.

2. The elimination for this year of sectional meetings. This plan has the approval of the chairman of the sections which comprise the Eastern District Society. Thus simplified, the program will include the following: a general keynote meeting; a meeting devoted to physical education; a meeting devoted to health education; a meeting devoted to recreation; an inspirational meeting, with a speaker from outside our own field; a luncheon, but no banquet (no need for formal clothes); and a demonstration by New Haven schools.

Time is being set aside on Saturday afternoon for sectional demonstrations. All members of the Eastern District Society are urged to keep in mind the dates of April 8-10, and to make every effort to meet with us in New Haven.

Ruth Evans
President

MASSACHUSETTS . . . . . By Mary Isabel Caldwell

On March 12, 1942, President Leonard Carmichael announced that the Trustees of Tufts College and the members of the Corporation of the Bouve-Boston School of Physical Education had approved a plan of relationship between the two institutions. Under the new arrangement students of the Bouve-Boston School will receive an important part of their instruction from members of the Faculty of the Division of University Extension

Immediate Planning for Post-War Problems

Daniel L. Marsh, President of Boston University, has recently appointed a special committee, representing each department of the university, to consider potential plans for the future functioning of the university in the post-war period. How shall a college or university be geared to meet the changing conditions of a society which with flying colors has just welcomed home its soldiers, sailors, and marines? In light of the total outlook what emphases shall be placed on the educational, social, and economic aims of higher education in America? What standards should determine re-evaluations, re-selections, and re-directions of college and university practices during the reconstruction era? What traditional policies should be discarded or modified? What procedures should be retained or introduced to meet the needs of post-war educational living?

Undoubtedly, Boston University is one of a number of institutions of higher learning giving thought to these many problems—problems which will surely confront the administrators and faculties of every college and university when an all-out effort must be established to win the peace.

To plan for the future, one must act now. Individuals and groups interested in these timely problems may assist each other by an exchange of opinions. Boston University invites your willing cooperation and would appreciate the suggestions of ideas, articles, and books. Please communicate with Dorothy E. Koch, 6 Everett Street, Cambridge, Massachusetts.

of Tufts College. The professional training of students will, for the most part, be completed at the Bouve-Boston School; a majority of the senior work will be undertaken on the campus of Tufts College. The four-year program will lead to the degree of Bachelor of Science in Education granted by Tufts College. The general administration of the program will be cooperatively undertaken by the faculties of both institutions. The Bouve School will continue to provide a three-year non-degree program and under the announced plan will retain its status as a completely separate institution.

A regional Training Institute of Physical Fitness was held at Boston University November 9-11. Dr. Nelson S. Walke of the Sargent School of Physical Education was Chairman of the Institute. The faculty included Lieutenant Colonel Theodore Banks, Lieutenant Commander Charles Forsythe, and Lieutenant John Miller as well as leaders in the field of physical education, Dr. N. P. Neilson, Miss Eleanor Schroeder, Miss Charlotte McEwan, Miss Ruth Grout, Miss Dorothy La Salle and Miss Ruth Evans. Mr. Daniel J. Kelly was Chairman of the Publicity Committee.

The institute presented and discussed the Victory Corps Program for high schools and a similar physical fitness program for colleges. The U. S. Bureau of Education is publishing manuals on *Physical Fitness through Physical Education, Health Education,* and *Physical Fitness in College.* Activities of the manuals were demonstrated by students at Boston University and the Sargent School of Physical Education.

The program suggested by the Institute encourages an emphasis on the development of strength, endurance, and stamina, through physical education and health education activities, in schools and colleges to meet the needs of the war emergency more adequately.

The New England Health Association held its 17th annual meeting at Boston University on November 13. The program included Dr. Ernest L. Lockhart, of the Massachusetts Institute of Technology, who spoke on "Cold Weather Nutrition"; Professor Fred A. Miller, University of Michigan, who spoke on "The Challenge of War to American Education"; and Miss Rosabel Burch, Office of Defense Health and Welfare Services, whose subject was "The Contribution of the National Nutrition Program to Health Education."

The Massachusetts State Society for Health, Physical Education, and Recreation will hold its annual meeting at the Boston Teachers College on December 4. The meeting will present demonstrations of physical fitness activities for boys and girls as outlined in the manual issued by the U. S. Bureau of Education. A panel discussion will include members of the armed forces and leaders in physical education.

PENNSYLVANIA . . . . . By Elizabeth McHose

The Annual Convention of the Pennsylvania State Association for Health, Physical Education, and Recreation, held December 11-12, at the University of Pennsylvania, Philadelphia, proved to be a highlight in the history of the organization. Geared to the physical fitness program, the entire convention in section-meeting discussions, general sessions, and demonstrations served to emphasize in practical fashion various aspects and approaches.

Speakers at the dinner meeting included James E. Pixley, Individual Training Service, Army Air Force; Lt.-Col. Theodore Bank, Special Services Division, U. S. Army; Commander Gene Tunney, U.S.N.R., Bureau of Navigation, U. S. Navy; and Dr. A. J. Stoddard, Superintendent of Schools, Philadelphia, Pa.

The Wartime Swim Clinic on Saturday afternoon and evening under the joint auspices of the State Association, the Central Y.M.C.A. of Philadelphia, and the University of Pennsylvania, was excellent. At one general session the topic, "Physical Fitness Through Health Education", was discussed by Dr. Wynn Fredericks, State Director; Carlton Fredericks, Consulting Nutritionist, U. S. Vitamin Corporation, and Elizabeth McHose, Reading; at the other general session, "Physical Fitness Through Physical Education" was discussed by Mazie V. Scanlon, Atlantic City, N. J.; L.-Col. Theodore Banks, and Mr. James E. Pixlee. Demonstrations of the latter theme were given by pupils of the Philadelphia High Schools under the directions of Zolanda Marhefka, Nellie Jessop, Edith B. Chapman, Fred Foertsch, Ben D. Ogden, and Arthur L. Ortensen.

Grover W. Mueller, Director of Physical and Health Education, Philadelphia Public Schools, President of the State Association; Dr. William F. Meredith, University of Pennsylvania, Program Chairman; and Harold Schuler, President of the Philadelphia District Association, deserve great credit for arranging this outstanding convention in the face of tremendous difficulties.

The Western District Association held its regular meeting December 8 at the Warrington Recreation Center, Pittsburgh, with Emmett Ricard as Chairman. Mr. Paul Mahalcher, F.S.A. Recreation Division Representative, addressed the group on the topic, "The General Plan for Coordinating Recreation in This District." Homer Wadsworth, Director of the Bureau of Recreation, and his staff, took charge of the demonstration and exhibits, all of which were most enlightening as to the scope of the Pittsburgh Recreation program.

The next program will be under the direction of the Women's and Men's High School and College Sections, Western District Association. It will feature the "V for Victory" program as set up for the high schools by the Department of Education.

Pittsburgh was represented at the Baltimore Physical Fitness Institute by the following persons: Lawrence Walsh, Public Schools; Cecil Morgan, University of Pittsburgh; Miss Drew and Miss Lynne, University of Pittsburgh.

The High School Victory Corps in Philadelphia has already answered an emergency call from farmers near the city. Every Saturday, Sunday, and on holidays the boys and girls left in trucks from three designated meeting places at 7:30 A. M. During November 1,600 pupil days were spent in this fine work. The project was undertaken and supervised by the Philadelphia Victory Corps Committee in cooperation with the U. S. Employment Service.

The Philadelphia Board of Women's Basketball Officials cancelled its annual Interpretive Game this year because of transportation difficulties.

The November issue of the *News Bulletin of the Philadelphia*

Association is exceptionally fine. Dorothy Crawford is the new editor.

The program of the November meeting of the health, physical education, and recreation leaders of Lancaster County and City included an address, "The Physical Fitness Program," by Dr. Wynn Fredericks, State Director; and a demonstration of military marching under the direction of Lieut. Moore, Signal Corps, U. S. Army, with the entire group participating in the demonstration.

Miss Ethel Bowers, National Recreation Association, served as leader of a splendid Recreation Institute in Reading, December 7, held under the auspices of the Council of Social Agencies. At the afternoon session "Adapting Your Program to the War Effort" was the theme of a stimulating workshop session for professional leaders and executives. The evening session for lay volunteer leaders consisted of a discussion period on "Streamlining Recreation" and a demonstration of square dancing and new material. One hundred fifty-five volunteer leaders from fifteen agencies participated.

MARYLAND . . . . . By Ann M. McMullan

In connection with the Maryland State Teachers Convention held in Baltimore, October 23 and 24, the third annual banquet of the Maryland Association of Health, Physical Education, and Recreation was held the night of October 22 at the Stafford Hotel. The guest speaker of the evening was Mr. Mark McCloskey, Director of Recreation Service of the Welfare Department in Washington, D. C., who spoke on "Recreation and the War Effort."

On Friday, October 23, the Physical Education section of the State Convention met at the Baltimore City College at 4 P.M. and had as their main speakers Lt.-Commander Willis Hunter, U. S. Navy, and Major Birch Bayh, U. S. Army Air Corps, both of whom spoke on the topic "Physical Education and the War Effort." The meeting ended with the election of officers for the coming year. The officers are: President—Miss Louella Snoeyenbos, 1129 N. Calvert Street; First Vice-President—Mr. H. R. Steiner, 2912 Dunmurry Road, Dundalk, Md; Second Vice-president—Miss Dorothy Horine, 6 East Read Street; Recording Secretary—Miss Blanche Drennan, 2804 Christopher Avenue; Corresponding Secretary—Miss Ann M. Mullan, 1901 East 32nd Street; Treasurer—Miss Edith Ball, 13 East Read Street.

News from the Dance Section

By Janet Cumming, State University of Iowa

Piano Sketches for Rhythmic Activity and Dance, by Madeline Bushman, may be ordered from Mardelle Mohn, 633 Langdon Street, Madison, Wisconsin. These sketches were composed for dance classes in high schools and colleges for Miss Bushman's thesis for her M.S. They are planographed and bound with a plastic spiral.

Another notice of music available for dancing has come from Freda D. Miller, 8 Prospect Place, Manhattan, New York. She has been composer and accompanist at the Hanya Holm Studio, New York University, Sarah Lawrence College, and Briarcliff Junior College. She has had music used by these groups photostated. A ballet based on a folk tale and written in the style of "Peter and the Wolf"; a dance suite, in six parts; a suite of four American dances; a group of three short dances; and a collection of thirteen short accompaniments for dance technique are available. A list with descriptions and prices may be obtained from Miss Miller.

* * *

A group of forty students participated in the Christmas Vesper Service at Oberlin College given by the dance group in cooperation with the a capella choir December 13. Miss Anna L. Hughitt is in charge of dance.

At Bowling Green State University, Bowling Green, Ohio, the dance club directed by Miss Emilie Hartman, and Miss Myrtle Jensen, University organist, presented a joint Christmas program, December 13. The program included "Choral Prelude," by Roger Sessions, accompanied by organ; "Three Dances of Worship, Vision and Exultation, and Adoration," to music by Paul Kennedy of the Music Department; and "Celebration," to music by G. Edmundson.

* * *

There is enthusiasm and interest in square dancing. The Square Dance Club is sponsoring all-campus square dances once a month. An old-time orchestra and caller are used.

Women's Athletic Section News

By Lucia Ernst, Larchmont, New York

Special Publications of the National Section on Women's Athletics

Standards in Athletics for Girls and Women. Guiding principles in the organization and administration of athletic programs. Prepared by the Standards Committee. 56 pages, 60 cents, $6.00 per dozen.

Desirable Practices in Athletics for Girls and Women. Prepared by the Standards Committee. Flier. No Charge.

The Doctor Answers Some Practical Questions. Margaret Bell, M.D. Multigraphed. 10 pages, 15 cents, $1.50 per dozen.

The Girls' Athletic Association Handbook. Information on the organization of a G. A. A. with all the ramifications thereof. Ready November, 1942. 25 pages, 25 cents, $2.50 per dozen.

History and Functions of the National Section on Women's Athletics. Eline von Borries. 25 cents, $2.50 per dozen.

Reprints of Sports Articles. Collected by the Rules and Editorial Committee on Basketball, Field Hockey, Volleyball, and Golf. 25 cents.

Motion Pictures in Sports, An Annotated Bibliography and Film List. Prepared by the Visual Education Committee. 36 pages 25 cents, $2.50 per dozen.

Special Events in the Physical Education Program. Suggested organization and sample programs for assemblies, demonstrations, and other feature events. Prepared by the Content Committee. 4 pages, 50 cents, $5.00 per dozen.

A Teaching Unit for Tennis Type Games. Charlotte Stewart. 16 pages, 25 cents, $2.50 per dozen.

All of these publications may be ordered from the National Section on Women's Athletics, 1201 Sixteenth Street, N. W., Washington, D. C. Orders should include remittance.

The current uncertainty of transportation facilities, the many changes in school and college vacation periods, and the appeal made to civilians to avoid travel between December 15 and January 15 prompted the decision by the Executive Committee to call off the annual December meetings of the Board.

All such Section business, as can be set aside, will be put on the agenda for the Cincinnati meetings. Please plan now on attending the Section meetings at our National Convention. The dates are April 13-16. Board meetings will come just prior to these dates.

The Publications Committee, headed by Gertrude Rennert, is to be congratulated upon the excellence of the handbook on girls' athletic associations, now available.

From St. Mary's College, Holy Cross, Ind., comes news of a freshman hockey team defeating the varsity 7-2, a culmination of the season's program "played on fields that need only to be marked to make a perfect playing surface." At least they can't tell us other fields always seem greener in Indiana!

Florence Hupprich, Officials' Rating Chairman, tells us that there are four new boards which have become affiliated. They are: West Virginia Board of Women's Officials, Chairman—

Margaret Fox, Morgantown, West Virginia; Greater Miami Board, Chairman—Marianna Washer, Miami, Florida; Reading Board, Chairman—Mrs. Eva Mosser, Shillington, Pa.; Bloomington Normal Board, Chairman—Bernice Frey, Normal, Illinois.

News from Katherine Ley, of the Softball Committee, tells us that Winifred Reynolds, in charge of movies, has resigned to go into the Red Cross Foreign Service. Beatrice Baird and Christine Moon have also resigned, and are now members of the WAACS.

Janet Bock, State Chairman of Illinois, is another WAAC; Edith Jones is taking her place. Elizabeth Dutton, 4113 Magoun, E. Chicago, Indiana, is the new Chairman in her state, replacing Mildred Shideler.

Chairman Esther French has assumed new teaching duties in the Dept. of Physical Education at the University of Minnesota.

A new rating test is now in the making, and plans are going forward for the publication of a new *Guide* in March, 1943.

Frederica Bernhard has been appointed Women's Representative for Fencing on the National Sports Board of the OCD to promote Fencing as a sport that is good for the physical fitness program. With this national challenge to our individual efforts in the teaching of fencing some might like to know the following: *Fencing Rules,* published by the Amateur Fencing League of America at a cost of 50 cents a copy. They are 35 cents each if ordered in dozen lots. They can be secured from Dr. Ervin S. Acel, 15 Whitehall St., New York City, who also has standard score sheets for use in individual and team competition at 60 cents a pad.

Southwest District Association News

NEW MEXICO . . . . . By Birdie Bryan West

The Annual Border Conference Faculty Meeting was held November 29 in El Paso Texas. It was decided at this time, to cancel the basketball round robin schedule and substitute an all-conference tournament to be held in Albuquerque, February 17, 18, 19, and 20, by which the conference championship will be determined. At the time of the tournament there will be another faculty conference held to decide about the other sports.

At the present time the University of New Mexico is offering a physical education program for Civilian Pilot Training students stationed there.

Barracks for a WAAC unit are now under construction at Kirtland Field, New Mexico.

Classes in a conditioning program for all woman students at the University of New Mexico began on January 4.

UTAH . . . . . By Bernice Moss

Utah was well represented at the Regional Physical Fitness Institute held at Berkeley California, November 30, December 1 and 2, for those states included in the Ninth Army Service Command. The delegation included Leona Holbrook and C. J. Hart, Brigham Young University; J. R. Griffiths, University of Utah; H. B. Hunsaker, Utah State Agricultural College; Bernice Moss, State Department of Education; Glen Worthington, Logan High School; Sterling Anderson, Grantsville High School; Glen Simmons, Provo High School; Leo Nelson, American Fork High School. Regional institutes will be held in the more populous regions of the state in order that this material may be brought to the teachers. The Berkeley delegation will act as a faculty for these meetings inviting others to join them as needed.

The fate of the Utah High School basketball tournament is still hanging in the balance. The Board of Directors of the Utah High School Athletic Association met in lengthy session December 5, but no agreement was reached. The matter was referred to the six athletic districts of the state for further consideration and recommendation.

Interest in the High School Victory Corps sponsored by the U. S. Office of Education, is giving new impetus to health and physical education programs in the state. Schools are revising curricula and intensifying programs in order to meet the physical fitness requirements set up by the State Department of Education. These requirements are centered around (1) required health examinations and appraisals, (2) correction of remedial defects, (3) participation in physical activity, (4) observance of important health practices, (5) enrollment in health education.

ARIZONA . . . . . By Theo Redman

Acivities at the University of Arizona, Tucson, have been many and varied, according to word received by Ina E. Gittings, Director of Physical Education for Women at the University.

The Women's Athletic Association of the University has been fortunate in securing the help of an experienced teacher in Jiu Jitsu. They have organized a club of twelve young women and are making progress in this skill.

At the University, where men and women have always shared their interest in outdoor activities, there will be staged a hockey game by the teams of the two sexes.

Lt. Roberta House, representative of the WAACS, addressed a general assembly of University of Arizona college women December 3. Information was given regarding the objectives of the WAACS and how and when college women might enlist.

At the University a committee to handle accidents of major catastrophe proportions has been organized. A pictorial poster of the campus buildings and campus areas has been placed in a prominent spot on the campus. This poster assigns responsibility to units of certified First Aiders who have planned their duties in case of disaster.

The University of Arizona Tennis Club was host to the 30th Annual Southwestern Tennis Tournament which was played on the University courts, November 6-8. Due to war conditions certificates were given to the winners instead of trophies. On December 11-13 the fall mixed doubles were held on the campus.

First-Aid courses at the University have been coordinated with Home Nursing courses the first semester. The demand was not as great as last spring and yet there is enough interest in this field of service to guarantee continuous classes.

There seems to be an added interest in physical education activities among the women students at the Arizona State Teachers College at Tempe as judged by the number in classes. This number is larger in proportion to the enrollment than it has been in past years. There has been no increase in the requirements. Response of doctors in Tempe and Phoenix has been fine in assisting the graduate nurse who is in charge of the College Health Department in giving a complete health examination to all students of the college.

The boys of Globe High School have started a new intramural idea. The members of the Varsity Basketball squad are acting as coaches for the boys interested in participating in intramurals. Each boy on the varsity basketball team has a small squad to coach and help during practices.

The Health and Physical Education Association of Tucson, Arizona, has been having a posture contest for the public schools of the city. The contest was concluded December 12 with a final review of the contestants.

Sponsored by the State College at Tempe, Department of Physical Education for Women, high schools of Arizona will hold an archery meet by mail. Tentative dates for the tournament are March 29 to April 2.

The Physical Education Major Departmental curriculum for women at Tempe has been changed to meet the changing needs of the schools of the state because of requests made by principals of high schools. Especially stressed are activities for junior high school boys and intramurals for high school boys including six-man touch football, soccer, track and field events, and a more intensive program of softball. There has been a demand for women physical education majors to fill men's positions in such programs in the high schools.

Senior majors in women's physical education have been given sponsorship of a group of Junior Commandos of the Junior High School girls. This group is a service club and follows the idea of the national physical fitness program.

CALIFORNIA . . . . . By Margaret King

Verne Landreth, Chief of the Division of Physical and Health Education for California, reports that the very excellent report of the State Advisory Committee on Physical Education for Wartime Needs should be off the press soon. The report contains much practical material and will sell for about one dollar.

A most successful meeting of the California State Folk Dance Association was held in the men's gymnasium, University of California, November 29, from 1 until 6 o'clock.

Sponsored by the Recreation Commission, Public Schools, newspapers, and Y.M.C.A. of Long Beach, a four-session basketball school was held for junior high school boys of that city, November 21 and 28, and December 5 and 12. The boys received instruction from high school and junior college varsity basketball coaches. Junior high school boys were also given an opportunity to play in a basketball tournament during the Christmas vacation co-sponsored by the Recreation Commission and the central physical education office of Long Beach.

The San Francisco Unit had as guest speakers at a recent luncheon meeting Dr. Rosalind Cassidy, Mills College; Dr. A. A. Esslinger, Stanford University; and Dr. Fred W. Cozens, University of California.

Miss Irene Williamson, Head of the Department of Physical Education at Mills College, has been accepted in the WAVES and has left for training at Smith College. Marie Nogues will head the department in Miss Williamson's absence.

The Public Relations Committee of C.A.H.P.E.R. sponsored a broadcast over NBC during American Education Week. A discussion type of program was participated in by Verne Landreth, Chief of the Division of Physical and Health Education, Mrs. Walter B. Petersen, President, 28th District P.T.A., and Helen Crlenkovich, student teacher in physical education at the University of California and holder of all major championships in diving for women.

A table tennis tournament for junior and senior high school girls and boys was sponsored by the Long Beach Recreation Commission and the Physical Education Department of Long Beach on December 30.

The Seventh Regional Training Institute on Physical Fitness was held at Berkeley November 30-December 2. The institute was organized through Dr. John Studebaker's office, Washington, D. C., and was intended to serve California and eight neighboring states. It was one of nine such training institutes being conducted throughout the United States to present physical fitness needs of our armed forces to physical education teachers and administrators.

The fall meeting of the Oakland Unit was held at St. Mary's College in November where the group observed a most interesting demonstration of the conditioning activities which are included in the training of the Naval Pre-Flight School.

A group of 49 nurses in training at various San Jose hospitals are taking a course in functional swimming at San Jose State College pool. The functional swimming class for nurses is sponsored by the women's physical education department of the college and by San Jose Chapter of the Red Cross.

Dr. Rosalind Cassidy, Convenor of the School of Education, Mills College, has returned from Washington, D. C., where she was called by Dr. John Studebaker to confer on the preparation of a printed bulletin on Physical Fitness for Colleges and Universities through the Armed Forces and Community Services.

Long Beach public schools will inaugurate a program of pre-induction training for 17- and 18-year-old youths on February 1, 1943. The over-all semi-military courses will affect some 1,100 boys and an uncertain number of girls. Pertinent to physical education and health in the pre-induction course they will be given one period each of required physical fitness and of military drill, daily, for the full second semester. The physical fitness course will be accepted in lieu of regular physical education requirements. For three weeks one period each per day will be devoted to first aid, hygiene, and military organization. While the pre-induction course is compulsory for all physically fit boys, such work is not required of girls, but may be taken by them upon a volunteer basis.

NEVADA . . . . . By Ruth Russell

The Boulder City High School girls have formed an Archery Club under the direction of Grace Ammanette, Nevada State Chairman of the N.S.W.A. As a part of their activity the members are making their own bows and arrows.

Skiing and hiking have been added to the curriculum of the Winnemucca High School physical education program.

All interscholastic high school girls' basketball games that would require traveling have been cancelled for the duration.

Adele Anderson, Secretary and Treasurer of the Nevada Association of A.A.H.P.E.R., has joined the WAACS.

News from the ❖ ❖ Therapeutic Section

By Ellen Kelly, University of Minnesota

Miss Selma Williamson reports in a very provocative paper, "Posture—Country Girl versus City Girl," on a study done by Miss Barbara K. Newman at Gould Academy in Bethel, Maine. Miss Newman has made an attempt to study the postures of girls with varying background. She reports that students from rural areas show less posture consciousness and therefore greater deviations from acceptable standards of posture. It is a subject which should stimulate further research.

* * *

What is the place of therapeutics in a physical education curriculum geared to the war emergency? The stress in physical education programs today toward meeting the physical qualifications desired of inductees in the army and navy is a necessary trend. Physical educators have accepted and are putting into operation the suggestions which were presented in a series of regional conferences with representatives of the United States Office of Education and of the armed forces. These programs are designed to condition the juniors and seniors in high schools prior to their induction, and hence to materially shorten their period of basic training. This can and should be a major objective of the contemporary physical education program. Of course it is apparent that such programs do not consider individual differences except as they result in the survival of the fittest.

Great nation-wide stress is also being placed on rehabilitation of the grossly crippled and handicapped, so that they may be mobilized for constructive service in meeting the manpower shortages in industry and civilian duty, service which is essential to keep our armies in the field.

Are we going to neglect the habilitation of that vast majority of the population which constitutes neither the military cream nor the specifically handicapped? We must take all possible steps in raising the standards of physical fitness and morale of every man, woman and child on the home front. This is still, and more emphatically, a major objective of physical education. It is an objective toward which therapeutics in its broadest sense should contribute. By continuing and expanding our methods of individual guidance for those people who are not able to progress satisfactorily under the mass programs of today we will elevate to useful levels many who might otherwise be leaders rather than pullers of the load.

Many of our readers are meeting this problem in interesting and profitable ways, the editor feels sure. Won't you write in to the editor what you are doing, so that others may benefit from your experience, and be inspired to make further attempts?

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Requests for the U. S. Navy Department bulletins on pos-

ture, which were mentioned in this column, should be addressed to the Physical Training Section, Training Division, Bureau of Naval Personnel, U. S. Navy, Washington, D. C.

Midwest District Association News

WISCONSIN . . . . . By Roy Liddicoat

The officers for the Wisconsin Association for 1942-1943 are as follows: President—Roy Liddicoat, Public Schools, Kenosha, Wis.; President-Elect—Elizabeth Ludwig, Rufus King High School, Milwaukee, Wis.; Past President—Beulah Drom, Public Schools, Madison, Wis.; Vice President—William C. Pickett, Public Schools, Appleton, Wis.; Secretary—Ruth Nevins, High School, Stevens Point, Wis.; Treasurer—Elizabeth McGinnis, Public Schools Sheboygan, Wis.; Editor—Ruth Palmer, High School, Kenosha, Wis.; Members-at-Large—Gwen Cobleigh, Wisconsin Rapids, Wis.; A. W. Olson, Wausau, Wis.; Norman Kreuter, Green Bay, Wis.

Committee Chairmen are as follows: Advertising—Arthur Lyons, Janesville, Wis.; Auditing—John A. Torresani, Wisconsin Rapids, Wis.; Constitution—Arvilla Schroeder, Antigo, Wis.; Coordinating Committee—W. J. Wittich, La Crosse State Teachers College; Curriculum—Dr. Elizabeth G. Rodgers, State Teachers College, La Crosse; Eileen Hammersberg, Janesville, Wis.; Lois Williamson, Racine, Wis.; Jerry Femal, Madison, Wis.; Legislative—Nich Lee, University of Wisconsin, Madison, Wis.; Membership—William Pickett Appleton, Wis.; Nominating—Herbert L. Fisher, West Allis, Wis.; Physical Fitness—Fred Hein, Oshkosh, Wis.; Publicity—Beulah Drom, Madison, Wis.; Public Relations—Rosemary Royce, State Teachers College, Platteville; Recent Publications—Frank O. Stangel, Milwaukee, Wis.; Emma Wilder—State Teachers College, La Crosse, Wis.; Resolutions—Margaret Nichols, State Teachers College, Eau Claire; Service—Ruby Greiling, Stevens Point, Wis.

The Wisconsin Journal of Health and Physical Education, which has grown into a large and very helpful publication, is to be a casualty of the war. The uncertainty of the future, due to priorities and rising costs, has made it seem advisable to discontinue the Journal for the duration. In its stead a Quarterly News Letter is being published.

Because of the demands which the war has made upon the time and energies of physical education people, the committee work of the Wisconsin Association for Health and Physical Education is to be confined to essentials with special emphasis on physical fitness. With this idea, a Coordinating Committee has been formed, under the direction of Mr. W. J. Wittich. This committee will serve as a clearing house for all materials pertaining to the war effort and will seek to adapt it to the needs of the teachers and administrators of the state. Plans have been made to release this material through the Service Committee, chairmanned by Miss Ruth Greiling of Eau Claire State Teachers College.

ILLINOIS . . . . . By Nellie B. Cochran

The Regional Physical Fitness Institute held at Chicago Teachers' College November 16 to 18 was very successful. A. H. Pritzlaff was general chairman. Over a hundred physical education leaders from Illinois, Michigan, and Wisconsin attended. It is expected that local institutes will be patterned after the regional institutes.

The state physical education association is being organized to gain greater participation in the problems incident to expansion of physical education in the present emergency. Members in each district are being asked to take responsibility for definite action in regard to such problems as legislation, certification, constitutional revision, membership, program, etc. Much credit is due to President Iris Boulton's zeal and organizing ability.

Leslie Irwin, Treasurer of the Illinois Physical Education Association, has resigned due to pressure of other duties. Edward Coray, of Wheaton College, will take over Mr. Irwin's duties.

Katherine Manning and her group of University of Chicago dance students had a part in the annual Christmas pageant held in Rockefeller Memorial Chapel December 13 and 14.

Senior students of Chicago Teachers College who would normally graduate in January finished their semester's work December 18 of last year. Early graduation will enable them to help fill the shortage of substitute teachers which is felt in all branches of the public schools, but particularly in physical education.

At the University of Illinois all men students are required to take at least three periods a week of physical education, under a new ruling of the university senate. The obstacle course at the University, which was dedicated November 21, is probably the most complete and difficult of campus courses in the United States.

Harry Edgren, of George Williams College, has accepted a post as Civilian Specialist with the U. S. Army's School for Special Services at Lexington, Virginia.

Lieutenant-Commander Giauque, former president of the state association, writes that he is enjoying his work at the Merchant Marine Academy at King's Point, New York.

WEST VIRGINIA . . . . . By Sara Helen Cree

West Virginia Physical Education Association held its annual meeting, Friday, November 13, 1942, in Huntington, West Virginia. New officers elected for the coming year are: President—Dr. Randolph Webster, West Virginia University, Morgantown, W. Va.; Editor-Secretary-Treasurer—Miss Sara Helen Cree, Shepherd State Teachers College, Shepherdstown, W. Va.; Membership Chairman—Dean Alden W. Thompson, West Virginia University, Morgantown, W. Va.

A luncheon was held at noon in the Huntington Central High School Cafeteria with Senator Joseph Rosier and Lt. Commander W. O. Hunter, U.S.N., Division of Pre-Flight Schools, as speakers. In the afternoon an activity program was given in the High School Gymnasium.

The program was composed of the following sections: Methods of Teaching Military Tactics—officer of the Huntington State Guard; Techniques of Teaching Army Calisthenics for men—Robert E. Stephens, Enslow Junior High School, Huntington, W. Va.; Teaching of Conditioning Class for Women—Margaret Fox, West Virginia University, Morgantown, W. Va.; Methods of Teaching Square Dancing—John Bates, Milton High School, Milton, W. Va.

MICHIGAN . . . . . By King J. McCristal

On November 16, 17, and 18 a Regional Training Institute was held on physical fitness through physical education at the Chicago Teacher's College at Chicago, Illinois. This institute was conducted by the Federal Security Agency in the United States Office of Education in cooperation with the Army and the Navy. The institute was conducted for the Sixth Service Command including Michigan, Wisconsin, and Illinois. Twenty-five Michigan delegates attended the institute, representing the State Department of Public Instruction, seven teacher-training institutions, and the school systems of nine of Michigan's larger cities.

Among the more pertinent statements which were taken away from this institute by the Michigan delegates were these: Dr. Jackson R. Sharman: "Secondary schools and college people should participate in physical activities five full forty-five minute periods a week with a supplementary program of at least ten hours.—The activities should be intensified but *remember that the boys in high school are not men in the army.*" Lieutenant-Colonel Theodore P. Bank: *"Don't confuse physical education with military training in the high schools.*—Before induction, one period of a well-conducted physical education program is of more importance than twenty periods of military training." Major Birch Bayh: *"People in the secondary schools and col-*

leges today who are concerned with physical fitness programs and sports are just as important to the war effort as men in uniform." Lieutenant-Commander Charles Forsythe: "The program which you people operate is not for your schools nor for the Army or the Navy but *for the boys.* Sailors live in close quarters. If a fellow can't take it he is soon branded. Former experience on athletic teams along with locker room and trip relationships are fine training for prospective Navy men. *Teach the secondary school obedience but not through military drill. Teach it in the classroom and on the sports squad.*"

At the end of the institute, delegates from each state planned separate institutes to be conducted throughout their own areas. The first such institute in Michigan was conducted at Michigan State College on the evening of Friday, November 20. The program was devoted to a demonstration of regular class activities in physical education for men. Among the courses demonstrated were: boxing, wrestling, swimming, diving, life-saving, and water polo. Others were: handball, foil, saber and epee fencing, hand-to-hand combat, individual and doubles tumbling, stunts on gymnastic apparatus, volleyball, group games, and adapted sports for the physically handicapped. Of particular interest was a demonstration of safety skills, a military conditioning course. The program opened with a parade of sports in the new Jenison Field House and was followed by a two-hour period of sport and conditioning activity on the six gymnasium floors, the pool, the handball courts, and the field house floor. More than a thousand regular students representing some fifty sections of physical education worked in shifts to show the visitors the type of program recommended for the present war situation.

Nearly three thousand people attended the exhibition. Listed in this group were the physical education and sports staffs of many nearby colleges and the University of Michigan, administrators and physical education personnel from adjoining cities and towns, and students and faculty of Michigan State College.

The demonstration was followed by a discussion period which was attended by nearly one hundred fifty people. Pertinent questions pertaining to activities, supervision, and personnel were raised and discussed.

Six institutes were scheduled for January as follows: Grand Rapids, Jan. 5; Mt. Pleasant, Jan. 6; Ann Arbor, Jan. 7; Saginaw, Jan. 12; Kalamazoo, Jan. 13; Traverse City, Jan. 14.

Will members of the American Association of Health, Physical Education, and Recreation please send recommendations for President-Elect to V. S. Blanchard, Director of Health and Physical Education, Detroit Public Schools, 467 W. Hancock, Detroit, Michigan?

Central District Association News

A Letter to the Central District

Dear Members of the Central District Association:

This letter is addressed to all members of the Central District chiefly to give an understanding of tentative plans for dealing with the many problems that confront us at the present time. It is our earnest hope that everyone will not only read the letter but will send the writer any suggestions for improvement. First, I should like to give you a resume of what has happened, and second, to present a working plan for the 1943 convention for your consideration and suggestions.

A Resume of Happenings

1. Our convention city, St. Joseph, Missouri, was taken over by the army in August.

2. Our legislative council upon request in early September voted to have a convention and to hold it in Kansas City.

3. Contact was made with Joseph Eastman, Office of Defense Transportation, to secure official advice on holding a spring convention in 1943; a "skeletonized" conference was suggested for all groups engaged in war effort.

4. In November, the Legislative Council voted: a) To have an intensive two-day conference, Friday, April 2, and Saturday, April 3; b) To hold the conference in Kansas City; c) To pool ideas on one or more aspects of fitness; d) To use the talents of those within our district and in the government; e) To publish conclusions reached in the conference.

5. Furthermore, it was agreed that the first convention after the war should be held at St. Joseph, Missouri.

A Tentative Plan for the Working Conference, April 2 and 3

After a complete tabulation of the suggestions made by the legislative council, the following plan was set up:

I. Focus: Problems of Fitness.

1. Reactions to U. S. Office of Education program of fitness.

2. Suggested standards and policies for each curricular level.

II. Organization:

1. A committee of key people for each curricular level, e.g., key persons in health, physical education, and recreation respectively, for elementary level, high school girls, high school boys, college women, college men.

2. Resource people in each of the following areas: Health, Physical Education, Recreation, State and Community Organizations.

III. Procedure:

1. Key people responsible for assembling best ideas and practices for own level and area.

2. Summary of reports of key people to be submitted to resource people by March 1.

3. Resource people to bring reactions and constructive suggestions to the working conference.

4. All those attending conference to participate in several round tables on level of interest.

5. Key committee at each level to summarize all ideas for the level. (Help from official summarizers.)

6. Executive committee to serve as an editorial board for preparing material for publication.

Now that you know the tentative plans for the Spring of 1943, will you please send immediately any suggestions that will help us deal more effectively with our problems in order that we may help each other to solve these problems that are essential to the welfare of our country.

Sincerely yours,

Gertrude M. Baker.
President

KANSAS . . . . . By L. P. Washburn

Miss Irma Gene Nevins, who has been Director of Physical Education for girls at Pittsburgh State Teachers College for several years, is employed at present in Washington, D. C., in Safety Work.

Miss Geneva Millett, Hays State College and Vice-President of the Kansas Health and Physical Education Association, has joined the WAVES. Miss Millett has also been an assistant editor of the bulletin of the K.H. & P.E.A.

Mr. Paul Waldorf, Hays State College Football Coach, is working for his Doctor's degree at Northwestern University.

In an effort to promote physical fitness among the entire student body, all seniors, both boys and girls at Wyandotte High School, Kansas City, Kansas, are being required to take physical education for the entire year. This is in addition to sophomores and juniors who have always been required to take it.

Sixty-six superintendents, principals, and physical education teachers represented Kansas at the regional physical fitness institute at Lincoln, Nebraska, November 18-21.

More than forty institutes throughout Kansas were held December 5 and December 12 to explain and demonstrate the new physical fitness program for high schools.

IOWA

The officers of the Iowa Association for Health, Physical Education, and Recreation for 1943 are: President—Jane Har-

riss, Sioux City; President-Elect—Dave Armbruster, Iowa City; First Vice President—Roy Moore, Crestow; Second Vice President—Kenneth Wells, Ames; Secretary—Dorothy Humiston Cedar Falls; Treasurer—Alvira Lunsford, Ames.

MISSOURI . . . . . By Frances Fuller

The Missouri Health, Physical Education, and Recreation Association met at the Kansas City Junior and Teachers College on Friday, December 4. The keynote address was given by Mr. A. H. Pritzlaff, President-Elect of the A.A.H.P.E.R. Miss Rosina Koetting, President of the State Association, presided at the meetings. Miss Ruth Ann Frasier was chairman of the program committee.

Officers elected for the coming year are: President—Miss Eloise Lemon, Warrensburg; Vice President—Mr. Jack Matthews, Columbia; Secretary-Treasurer—Miss Ruth Ann Frasier, Kansas City.

Wilma Haynes and Jack Matthews, co-directors of the Missouri Physical Fitness program, under the OCD are working on District Institutes for functioning physical fitness and recreation programs.

Seventeen physical education teachers and directors attended the regional Physical Fitness Institute held in Omaha, Nebraska.

Beginning with the second semester all Kansas City senior boys and girls will take physical education five days a week and a course in Human Science five days a week.

University City South High School will have physical education five days a week beginning with the second semester.

Miss Marie J. Hanss, formerly assistant supervisor of physical education, St. Louis, has been promoted to the position of Director of Girls' Physical Education at Harris Teachers College. The following physical education teachers have taken leaves of absence, to serve their country in various capacities: Lawrence Buschmann, Zora Cernich, Tad R. Close, Gordon Clucas, Donald Ingerson, R. C. Lewis, and John J. Stephens.

The Kansas City, Missouri, Health and Physical Education Department has three new members. Miss Ruth Buchanan, a teacher from Parsons, Kansas, is teaching in Central Senior High School. Mrs. Frances Richart, a graduate of Missouri University, is an assistant in the elementary schools. Miss Ethel Anstaett, of Topeka, Kansas, is a nurse in the public schools.

Miss Josephine Betz conducted classes in horseback riding at a dude ranch in Colorado this summer.

Miss DeEtta Beedle, formerly an assistant in the Kansas City, Missouri, physical education department was recently married to Mr. Clyde Cristy Casto of Las Vegas, Nevada.

NEBRASKA . . . . . By C. Pauline Spencer

The University of Nebraska was selected for the Regional Training Institute on Physical Fitness programs for High Schools. This institute was under the auspices of the United States Office of Education, and representatives from all of the states in the Seventh Army Service Command (Colorado, Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming) were in attendance.

A Physical Fitness Program for the schools of America was introduced. The object of this Regional Training Institute was to give information and material to those who attended, so that they could return to their various states and set up a series of training institutes for the men and women physical education teachers and school administrators in their local areas.

Members of the Institute Staff were: Miss Mabel Lee, Director of Physical Education for Women, University of Nebraska, Lincoln, Nebraska; Dr. Earl Deppen, Resident Physician, University of Nebraska; Lt.-Commander Charles Forsythe, United States Navy; Miss Ruth Grout, United States Office of Education; Miss Elizabeth Halsey, Director of Physical Education for Women, University of Iowa, Iowa City, Iowa; Mr. Strong Hinman, Assistant Superintendent of Schools, Topeka, Kans.; Mr. Earl Johnson, Supt. of Physical Education, Public Schools, Lincoln, Nebraska; Miss Aileen Lockhart, Asst. Professor of Physical Education, University of Nebraska; Lieutenant John Miller, United States Navy; Dr. N. P. Neilson, Executive Secretary A.A.H.P.E.R.; Mr. Jackson R. Sharman, United States Office of Education; Captain Callen Tjader, United States Army; Miss Merriam Wagner, Director of City Physical Education for Women, University of Kansas City.

Members of the local Committee were: Miss Mabel Lee, Chairman; Dr. R. G. Clapp, Mr. Earl Johnson, Miss Nina Lamkin, Mr. James C. Lewis, Mr. W. A. Rosene.

Miss Dorothy Zimmerman, Assistant Professor of Physical Education at the University of Nebraska is now working in the recreational program of the American Red Cross. She will leave for foreign service in the near future. Mrs. Elmira Christensen, of Wichita, Kansas, is taking her place at the University.

Omaha's Health and Physical Education Department sponsored a most successful dancing party for the State Teachers' Convention. It was in the form of American country and cowboy dances. The halls and gymnasiums of Technical High School, were transformed with fences and gates, hay and harness, horses and cows. A group of boys and girls from Benson High School gave a lively and colorful demonstration of the old square dances. Following this, the members of District Number Two fell into squares, using every inch of space. "Turkey in the Straw," "Little Brown Jug," "Golden Slippers," and all of the others rang out as the fiddlers worked their bows and kept time with their feet. Cider was served and festivities continued until the lanterns went out. Mrs. Doris Lyman of Omaha, and Mr. and Mrs. Loren Graham of Lincoln, were "Callers."

The University of Omaha, under the leadership of Miss Marian McClaren and the Women's Athletic Association, sponsored a fall playday for the high school girls of Omaha and Council Bluffs. The girls were divided into teams and given names of the various girls' colleges. Archery, volleyball, soccer, and hockey were played. Lunch was served and was followed by a style show and program.

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It May Interest You to Know---

THE Board of Trustees of Panzer College recently appointed Warren H. Southworth of Lynn, Massachusetts, as Professor of Health Education. He recently completed a survey of health education in the high schools of Mass. for the Massachusetts Joint Committee on Physical Education.

* * *

EVERY high school student in the United States will have the opportunity to take a definite place in the national war effort through enrollment in the recently announced High School Victory Corps. A High School Victory Corps Manual setting forth purposes, objectives and recommended methods of organization has been released by the United States Office of Education and sent to all superintendents of schools and high school principals in the nation.

* * *

A NEW series of tests on fire safety have been issued by the New York University Center for Safety Education. They were prepared by Dr. Charles C. Hawkins of New York University and are designed to aid children and adults in increasing their knowledge of fire prevention. A sample set with manual of directions is available from the Center for Safety Education, New York University, 8 Fifth Avenue, New York City.

* * *

BOYS who want to play football but lack the necessary weight or ability to compete in intersectional play will be given an opportunity to play football at the University of Oklahoma this fall as a result of the formation of a Junior Varsity grid team. The Jay-Vee team, as it is called, is designed to give the smaller boys a break and will play a regular schedule of Oklahoma colleges.

* * *

AT Los Angeles, California, this year schools will introduce a new feature which will permit students ample time for out-of-school employment. They will be given leaves of absence to help in harvesting work when necessary.

* * *

THE University of Nebraska has recently inaugurated an officially recognized joint major in Physical Education and Sociology for the training of recreation leadership. The course has the approval of the Graduate School of Social Work.

* * *

FIFTEEN hundred potential engineers began an intense wartime program of physical conditioning, Monday, October 26, when the first compulsory physical education program in history was established at Illinois Institute of Technology as a war measure. A complete schedule of physical training and competitive sports has been planned under the direction of John J. Schommer, Director of Athletics at the Institute. At least two days of physical training will be required weekly for all freshmen and three days weekly for all men in entlisted reserve programs.

* * *

THE eighteenth annual celebration of Negro History Week takes place between the 7th and 14th of February. Nothing at the present time can do more good than a national demonstration of what the Negro has done to advance democracy. This will be the central thought of "The Negro History Bulletin" throughout the year and the outstanding feature of the Negro History Week Posters. Inquiries should be addressed to the Association for the Study of Negro Life and History, 1538 Ninth Street, N. W., Washington, D. C.

ITINERANT instructors will bring Red Cross Home Nursing instruction into many rural areas where heretofore it has not been available. The itinerant nurse will usually spend two months in one area, where she may teach as many as six groups. Instruction requires from 24 to 30 hours of classroom work, divided generally into periods of two hours, held twice a week. Farm groups interested in forming Red Cross home nursing classes should communicate with the Red Cross chapter operating in their area.

* * *

THE fourteenth annual Institute for Education by Radio will be held May 2-5, 1943, at Columbus, Ohio. Today, when all our agencies of communication are focused upon the war effort, this national conference will be of especial importance to everyone.

* * *

AN excellent public-relations film, "The Children," is available from the Department of Audio-Visual Education of the New Haven, Connecticut, schools. The film was made under the direction of Donald A. Eldridge as a joint school enterprise of the New Haven Teachers' League.

* * *

DOCTOR Walter Clarke, Executive Director of the American Social Hygiene Association, announces that the annual observance of Social Hygiene Day is scheduled for Wednesday, February 3, 1943. Community meetings will take place throughout the land, sponsored by local clubs, church groups, and social and health agencies.

* * *

THE Legislative Commission of the National Education Association met in Washington December 13-15 to map plans for continuing the federal aid campaign in the new session of Congress which convenes in January. An explanation of what happened to S. 1313 in the Senate appears in the January Journal of the NEA.

* * *

THE Perry-Mansfield Camps have a number of colored movies available for rental. Subjects cover body mechanics, modern dance, riding, and war activities as recreation. Inquiries should be addressed to Portia Mansfield, 65 East 55th St., New York City.

* * *

DR. Randolph W. Webster has recently been elected President of the Monongalia County Recreation Council for the year 1943. This is an active organization providing recreation programs and facilities for the citizens and students of Morgantown as well as those of the county at large.

* * *

SOCIAL Hygiene Day, sponsored annually by the American Social Hygiene Association, will be observed on February 3, 1943. Communities throughout the United States and its territories will hold local meetings where the American public can gather to discuss the problem of venereal disease control during the war. Stressing the urgent wartime need for a vigorous offensive against the venereal diseases, the Association's theme for the 1943 campaign will be "Social Hygiene Takes Battle Stations." For further information and helpful program materials, write to the American Social Hygiene Association, 1790 Broadway, New York City.

* * *

FOR the first time since 1924 the health film resources of the United States have been comprehensively surveyed, and the results have just been published in a pamphlet entitled "Health Films." It contains a descriptive list of 219 selected motion pictures, arranged under 38 subject classifications. The publisher is the American Film Center, 45 Rockefeller Plaza, New York City. The pamphlet costs 25c.

JOHN W. STUDEBAKER, U. S. Commissioner of Education, has announced that the U. S. Office of Education is now completing a survey to measure the extent and nature of the teacher shortage which many sections of the United States have reported. Aside from determining the actual number of teacher positions open in the country, the survey seeks to uncover the reasons for vacancies, methods being used to meet the shortages, and possible reasons for schools' inabilities to fill positions.

* * *

MISS MARGARET R. HOBAN, Assistant Professor and Director of Physical Education for Women, announced that a war program of physical fitness for women patterned after the physical training of the WAVES and WAACS was started at the University of New Hampshire with the opening of the winter season on November 30. The emphasis will be on body building rather than on education in skills and purely recreational activities.

* * *

THE Research Section would like information concerning researches available for presentation at the meeting of the Section in Cincinnati this April. The following topics are suggested as being of special interest this year:

(1) Results obtained from various programs of physical conditioning (suggested short cuts for getting maximum results).

(2) Testing programs for the schools and for various types of military service (appraisal of physical fitness).

(3) Physiological evaluation of various activities.

If you have a paper to submit or know of papers which would be of general interest, will you please write the Secretary of Research Section, Dr. Eleanor Metheny, Professor of Physical Education, University of Southern California, Los Angeles, California.

Relaxation

(Continued from page 7)

his mechanism so that it can function better. It can then recover from one strain before being submitted to another, and it can bear a strain in one part of the body efficiently with an economy in output elsewhere. For example; to get back to our slogan, "More hits per gun, per minute." If a man can get as much total relaxation as is humanly possible while he is away from the controls, there will be less residual neuromuscular tension in his arms and less quivering when he is called upon to shoot. Furthermore, there may be such freedom from excess strain in his legs and back that his body sway is reduced. Also his breathing mechanism will not be a source of disturbance. Turn your imagination for a moment from shooting a man to shooting a picture with a movie camera supplied with a telephoto lens. Those of you who have done that stunt know how grateful one is for a tripod when one is tired or in a hurry. Shooting a gun must call for as much precision as shooting a camera and the control must have the same basis.

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There is much I want to say at this point. There is much speculation into which I should like to enter with those of you who have had long years of training in either physiology or psychology. Let me tell you some of the reasons why we should help the arms, trunk, and legs to relax at will and the breathing mechanism to maintain a state inconsistent with fear, and how we might make a start in that direction.

In brief, if we could keep untensed the parts of the body which are not called upon to cooperate in a given effort, we could maintain a great area within the tissues for the effective utilization of oxygen, so that fatigue toxins could be resynthesized into their precursors or carried away for disposal. Circulation would be less hampered if relaxation were more effective.

If the breathing mechanism were less restricted, oxygen would be more available. While respecting all arguments against old-fashioned breathing exercises, I must emphasize that when a chest is restricted in its flexibility, because of lack of training or because of muscular tensing for the moment, no matter how intense the demand of CO_2 in the respiratory center of the medulla oblongata, the intake in oxygen will not be enough for the body's needs. The breathing mechanism of even the trained individual may be embarrassed when that individual is subjected to intense fear.

If we are to have available all the oxygen we need, and if that oxygen is to get to the tissues where it is needed to offset discomfort and to prevent hypertensive fatigue,—the one item which accounts for most poor hits in combat, in industry, and in judgment—the muscles of the gross body must be relaxable at will.

I SUGGEST for our present consideration three approaches to this problem. We might set up "laboratory" situations in our own offices, in those industrial plants to which we have access, in the services where our members are permitted to function, to discover which work position would cut down to the minimum neuromuscular tensing which is non-essential for a given act. Please bear with me if I say that we must not be concerned now with aesthetic postures, but with ones which relieve muscles from unnecessary strain. If these positions are supported and are varied they will not lead to joint strains.*

Let us give more concern to affecting strains by proper supporting of our frame. We have known for some time that secretaries and pianists perform most efficiently without discomfort or too rapidly accumulating fatigue if they are in proper chairs with their trunks held mechanically, not muscularly. People work better in the trades if their equipment is adjusted to their frames. A man shoots best who is leaning against the most efficient support.

* For example, there is the attitude assumed by an expert photographer when making a difficult start. Reference may also be made to a dissertation of Harriet Graham McCormick on "The Metabolic Cost of Maintaining a Standing Position, with Special Reference to Body Alignment."

Enough for preventing excess tension and poor hitting by keeping the holding muscles from over-use. Now for rest pauses. When are we going to learn that the human body, as any animal body, is a dynamic, moving body, that it cannot tolerate continuous static effort, that it must be free to move?

EDWARD THORNDIKE was not far from the fundamental truths that we are seeking today when he was studying mental fatigue. That is just what we are worried about also, but we call it psychophysical fatigue which affects our hitting score, not our thinking score. Thorndike told us that the body becomes ineffective and cannot get along without change of position or movement, social intercourse, and periodic sleep. We must give ourselves in the teaching trade, manual laborers in the construction trades, and fighters in the killing trades, and all others like these, opportunities to offset the tensions inherent in their work with rest pauses.

Just how these rest pauses shall be spaced we do not know. Nor do we know whether cots must be provided, nor whether legs should be raised above the hips nor eyes closed. But we do know that there must be rest pauses of psychological as well as physical import, and we must put honest study upon such problems as rhythm for work, length and spacing of lunch periods, provisions for psychological letdown, etc.

Let me here put in a particular plug for laughter. "Her voice was ever soft, gentle and low," must be coupled with "Laughter is the right of beings." Laughter will do more for the diaphragm and for the whole circulation than anything else I can suggest. Laughter also offsets fear and concern. Possibly we should take another lesson from the Chinese and have pantomime and vaudeville acts interspersed through our fretful days for those in positions of management, those in positions of labor, and those in the services. Laughter and the long view that comes with it, might get closer to a mechanism for controlling our moods and drives, our attitude to ourselves and our destiny, than anything else we could experiment with.

Thorndike has told us we need periodic sleep. I am sure you do not need any tips about sleep from me. You are already bored with the suggestions about sleep which are purported to have come from my laboratory. But may I emphasize that we need sleep for emotional as well as for physical reasons. The opportunity to make up for our oxygen debt periodically in sleep affords the only escape any intelligent person can get from the strains of self-importance, fear, and disillusionment. At present this world is a horrible one in which to live; it is so for the head of a department of health, physical education, and recreation; it is so for an industrial worker who sees uncertainty ahead; it is so for the man who is about to take his chance of getting killed. Blessed are they who can sleep and escape this world. Relaxed bodies can sleep and carry with them

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into their fantasy worlds or their voids their constant companions, their minds.

IN closing I have just one other suggestion to throw out to those who wish to investigate what we can do to help each other make "more hits, per gun, per minute." Can't we have case material from the men who have stood the gruelling test of making these hits? Can't we find out from them how they differ from the rest of us? The men I am talking about are in education, in government, in the professions, in labor, in management, and in the services. »«

Rhythm Training

(Continued from page 30)

The rhythmic response John Gray would make to his name would be very different from that which Delores Fernandez would make to hers. John has two syllables to interpret, both alike; while Dolores has three syllables in her first name, the second one accented; then three more in her last name, with the second one again accented. Names of varied lengths and with different sound qualities are lots of fun to interpret rhythmically.

In grades one and two, nursery rhymes; and in third grade through sixth, poems make excellent material for all sorts of rhythmical experimentation. Choral speaking is especially useful in this connection. Having one group of children chant the poem while another dances to it, works out nicely. Take a poem, for instance, like *The Proud Mysterious Cat* by Vachel Lindsay. Suppose the class is familiar with it. While the teacher or a group reads it aloud, the others move in time with the poem, any way they please, so long as what they do is a valid rhythmic response to what they hear. If some of the more imaginative children want to act out the poem as well as making a rhythmic response to it, so much the better. Their movements then become not just abstract ones, but are a dramatic or pantomimic response to the sounds and ideas they are hearing.

MUSIC, however, is the best and most flexible form of rhythmic motivation. For elementary age children, music must provide the *impulse* for movement. It should be the inspiration, the stimulus, that makes the child want to move. For most school situations,

music through recordings is the best music for rhythms.

Unfortunately this writer still knows teachers who frown on the phonograph, referring to it as "canned music." With recordings improved as they have been in the last few years, the best music is available by the world's finest artists at minimum expense. An electric phonograph combination or record attachment with a few carefully chosen records is an excellent investment for the teacher of rhythms.

In the secondary school, where modern dance is taught, the piano is indispensable and a good dance course would certainly suffer without it. But there, however, the whole rhythmic concept is quite different. The dance form has, to some extent, matured into an art form and hence is of primary importance, while music is secondary and has become more of an accompaniment. With smaller children in the elementary grades, the opposite is true. Music is not the accompaniment, but the impulse for movement.

There are some school systems which use piano entirely for rhythmic work. Generally speaking, most schools are reluctant to pay for a full-time or even a part-time pianist. What usually happens is that already over-worked classroom teachers are obliged to play for rhythms. Many times they are not particularly good players, have not had time to practice the music beforehand, and as a result, play it poorly. This kind of music, instead of being a stimulation to the children, is a distraction. No music is better than music poorly played.

There are many fine records available which have a spontaneous and lasting appeal for children of all ages. To a certain extent, it is possible to grade rhythmic activity when its fundamentals are taught through percussion and vocalization, but when music is used, the task of grading becomes very difficult. Suddenly we are no longer dealing with just combinations of sounds, (or in the case of poetry, sounds and ideas) but with a response which is infinitely more complex. We are concerned with the intangibility of a child's emotions, with that hidden world of childhood reverie which is seldom if ever shared with adults.

AS IN all elementary school work, areas of interest are broad, and cannot be confined to specific grade levels. A certain selection of music may have a strong appeal to sixth grade children and an equally strong appeal to first grade children.

In free rhythmic work, for instance, a child's responses will be based much less on his age and grade than on a multitude of other influences among which might be included: his individual temperament; his home background; his own personal everyday experiences; his day-dreams and phantasies; his relationships with other people; his social and emotional age; his physical build and strength.

Generally speaking, if phonograph records are to be chosen which will have a general appeal for children of *all* grades, they should not be too heavily orchestrated or too complexly arranged as to obscure the rhythmic beat. For instance, one of our children's favorite records was "The Schwanda—Polka" by Weinberger. During the year it was broken, and another one was purchased to replace it. The original record was a ten-inch recording by a small symphony orchestra. The new one was a twelve-inch record called "Schwanda—Polka and Fugue," arranged by Eugene Ormandy and played by the Minneapolis Symphony Orchestra. The children listened to it and said, "But it's not the same. We can't dance to it so well; it sounds like a lot of pieces in one." Although beautiful, Ormandy's arrangement was too grandiose, the orchestration too intricate for the children.

IN summary, the primary purpose of rhythms in the elementary school is to give the child a means of self expression through freedom of movement. When music is played, each child moves as the music makes *him* feel like moving.

The values of such a program for the growing child are many: it enlarges the child's knowledge of rhythm and bodily movement; it helps him to develop grace and poise; it stimulates an interest in good music; and most important of all, it provides a healthy outlet for his physical and emotional energy.

One last reminder: remember that we are not trying to make potential *dancers* out of our children. We are merely supplying them with another, perhaps temporary, means of self-expression. If the teaching of rhythms satisfies the needs of the child *at the time,* it will have been worth while.

The Human Body

(Continued from page 13)

science staff. The circulatory system is illustrated, in addition to the glass woman, by an anatomical model and a preserved human heart. Illuminated charts, models, and actual specimens show the structure and function of eyes and teeth. Bones and bone sections carry on the story of the skeleton, and photomicrographs and microscopic slides explain the details of cellular structure. The slides, showing various types of tissue, are shown under an exhibition microscope equipped with a turntable which makes it possible to show six different slides at one time.

THROUGHOUT the exhibition, the value and interest of the material is enhanced by informative labels. Printed folders describing the individual exhibits are distributed free of charge, and a questionnaire designed to give information by visitor participation is available for the asking. High school students are using it enthusiastically but adults are more timid in seeking answers to its seventy-five questions.

Although the field of hygiene is not touched upon

directly in the exhibit material, it is introduced in the labels and in the docentry of groups which express a particular interest in that phase of the subject. The anatomical structure of the body is obviously illustrated in the display and its physiology is outlined in the labels.

In planning and arranging the exhibition, the science staff foresaw the possibility of using it as a basis for other exhibits on related subjects. This fall, for example, there was a large exhibition on nutrition which incorporated many of the features of the display described above. A series of health exhibitions in cooperation with the Essex County Medical Society already has been presented. »«

Copies of the printed folders and questionnaires mentioned in this article may be obtained upon request from the Science Department of the Newark Museum.

Wartime Demands

(Continued from page 11)

depleted the ranks of professionally trained and experienced leaders and teachers. The already crowded curriculum must be extended or some less important subjects must be curtailed in order to accommodate a daily period for physical fitness.

Federal authorities and many school administrators already recognize the importance of building strong, robust, and healthy children, who will grow into an adult population, able to fulfill their functions capably, being an asset not only to their family but to the state. The Physical Fitness Section of the U. S. Office of Education has recently prepared a manual for the secondary schools, emphasizing the value and need of strength, endurance, agility, and stamina. The type of physical activity and health instruction prescribed in this program is designed to meet the demands of the growing boy and girl, and in addition, provides for normal everyday physical activities that modern living now denies. It is important to note that this physical fitness manual also stresses the value of competition, which has social implications as well as physical benefits. It recommends that the schools provide at least one period per day for physical education activities with an additional time allotment for recreational games and sports each afternoon. It may be that transformation of physical education from a minor to a major subject will be the fulcrum on which a new curriculum will hinge. Perhaps the gradual change in the last few years in the subject curriculum will be accelerated by the impetus given, particularly in the vocational and physical education fields. Some of our teachers and administrators are already alive to the need of a great change and it is to their everlasting credit that they have been leading the way to an improved conception of education. The parents and taxpayers are more enlightened and informed now than ever before in the history of the public school movement.

THE attitude of the teacher in all subjects must change, particularly in the high school. Increasingly does the new conception of secondary school instruction demand that teachers know much more about life and its complexities with an alert knowledge of human behavior, reflecting humility, industry, originality, sacrifice, and consideration for others. A comparison of the early twentieth century and the present secondary school reveals, on one hand, a cold, austere unit of the neighborhood, distinct, separate, and apart from any responsibility to the life of the neighborhood, inanimate, and without regard for the individual or his needs, established primarily for a selected few; and on the other hand, the present functioning, throbbing organism, alive to the needs of youth and making an earnest effort to satisfy them for the general welfare of the community. But tradition and the academic "die-hards" have been and still are the deterrents in the full realization of a well-balanced and animated program. They fail to realize that the education of youth is alive and ever changing, and the classroom is the heart of every American village and town. They still regard the school as a place for practice and drill and unrelated to the real life of the community.

The present emphasis on the value of physical education and its place in the education of youth may be a determining factor in the change of professional attitude of those teachers and administrators who feel that their standards rather than the needs of the community are the criteria which guide instruction. Not only is the present emergency demanding that the school expand its program in physical education to insure, to a much improved degree, physically sound as well as mentally alert and vocationally equipped graduates, but also that the facilities, equipment, and personnel be made available to the adult population of the community for the maintenance of physical power and healthful living through conditioning activities and recreation in the late afternoon and evenings. When such a program is accepted as the responsibility of our public school system, it will then fulfill its function in our democratic society more satisfactorily. »«

Naval Aviation Program

(Continued from page 6)

and they have been fine advertisements for the training which they have received.

Hand-to-hand combat is such a revolutionary type of sport that it has received considerable space in the newspapers. So, too, have the doings of the varsity football teams at the Pre-Flight Schools and Air Stations. Yet, in order to bring the picture sharply into focus, in order to understand clearly the many factors which contribute to the development of the cadets, one should really visit the Pre-Flight Schools and see how the dream has become a reality. Since it is extremely hard to do this in these days of transportation

difficulties, a brief description of the day's occupation might serve to shed a very small amount of light on the why and wherefore of the success of the program to date.

Reveille sounds at 0545 (5:45 A.M.)* and a few seconds later the cadets have hit the deck, ready for a busy day. The program at each school differs slightly according to the hours at which the various phases of the work are given. Yet, basically, the programs are the same since the work at all four schools is outlined along certain definite lines. The daily routine at the Iowa Pre-Flight School from Monday through Friday runs like this:

0545—Reveille
0550—Mass Exercise
0615—Breakfast (1st and 3rd battalions)
0625—Breakfast (2nd battalion)
0640—Breakfast (4th and 5th battalions)
0650—Breakfast 6th (battalion)
0700—Sick call
0730—First period academic instruction
1000—Second period sports instruction
1220—Luncheon (1st and 3rd battalions)
1230—Luncheon (2nd battalion)
1245—Luncheon) (4th and 5th battalions)
1255—Luncheon (6th battalion)
1330—Third period drill
1610—Varsity and competitive sports (cadets report in athletic gear at scene of sport at 1610)
1830—Dinner (1st and 3rd battalions)
1840—Dinner (2nd battalion)
1855—Dinner (4th and 5th battalions)
1905—Dinner (6th battalions)
1845—Sick call
1940—Study, technical movies, special duties, or recreation
2110—Release
2125—Tattoo
2130—Taps (cadet in charge of room reports)

The entire group is divided into three units. While one is taking academic instruction (in mathematics, physics, nomenclature, recognition, Essentials of Naval Service), another is taking sports instruction in any of the sports on the program (baseball, basketball, boxing, gymnastics and tumbling, hand-to-hand combat, military track, soccer, football, and wrestling), and a third group is taking military work, drill, etc. The various groups alternate in taking these different phases of the program at different times each day.

Sports Panorama Unparalleled

Thus from one end of the day to the other there is a sports picture without parallel in the history of this or any other nation. From dawn until dusk you see cadets running, jumping, hiking, vaulting, tumbling, boxing, wrestling, swimming, or you watch them kicking a soccer ball or football, or you may see them dribbling a basketball, swinging an axe, or climbing over an obstacle. You see a great panorama of sports being used for a utilitarian martial purpose and no lover of athletics could fail to look with pride on this program, cut to a wartime pattern and accomplishing its objectives through the medium of one of America's most democratic institutions, sports competition.

People from all walks of life, sports addicts and critics alike, come away from the Pre-Flight Schools talking about the impressiveness of the entire program. They tell of the easy gait which marked the long hikes of the cadets and they talk about the look of determination in the eyes of the young men. They speak, too, about the fine coordination as seen in the tumbling classes, the snap and precision of the marching battalions, and the pride the lads take in identifying planes by using methods taught in their recognition classes. Superlatives are the order of the day as guests talk of the splendid manner in which all the phases of the program are coordinated toward the one objective—to make the cadets superior to the enemy, mentally and physically.

Impressive as are the remarks of visitors to the Schools, there is something which is even more indicative of the fact that something very worth while is being accomplished in the physical training program. Cold statistics prove more clearly than lengthy paragraphs that the mission of the program is being fulfilled in a completely satisfactory manner.

In the Pre-Flight School at Chapel Hill, North Carolina, for example, a recent survey indicated that the average cadet is 22.7 per cent more physically fit than when he first entered the Pre-Flight School. The increase in physical fitness is evidenced by the pronounced improvement of the cadets in various events. For example, it was found that among the first four battalions in the school, the weakest cadet had a physical fitness index of 18 and the highest 102. The average was 64.75. At the end of the training the lowest was 56, the highest 104 and the average 80.39. The weakest cadet did 3.75 push-ups in his initial attempt, while the strongest registered 44.5 and the average was 20.04. The lowest on the final tests was 13.75, the highest 53.75, and the average 25.64.

Long columns of figures, similar in nature to those recorded in the foregoing sentences, serve to indicate conclusively that the cadets receive innumerable physical benefits from the rigorous training program at the Pre-Flight Schools.

Chest measurements have increased while waists grew thinner and the men became more physically attuned to the job at hand. Yet, in all schools, physically fitness-minded though they are, the most important change in the cadets is something which cannot be reduced to figures and calculated on paper. The greatest transformation occurs in the attitude of the young men. They grow daily in poise, aggressiveness, and discipline. Pre-Flight training has made the above-average cadet grow .375 of an inch, added 1.27 pounds to his weight, slimmed his waist almost a full inch, sharpened his speed, and developed his endurance, but above all things it has made him an aggressively minded fighting man. The cadets, without ex-

* Navy time goes 'round the clock from 0000 (zero, zero, zero, zero) to 2400 (twenty-four hundred). For example, "1330" is 1:30 P.M. and "1610" is 4:10 P.M.

ception, want action and are on fire with a desire to get out into the fleet.

It is well that such is the case, for the daily stories emanating from the war theaters indicate that endurance is being tested to the breaking point and in this war, more than any other in history, man must be physically and mentally ready for the fight if he hopes to survive. Endurance, combativeness, courage, and an aggressive attitude which will not admit defeat are essential virtues of those who want to be on the winning side. The Pre-Flight Schools and the entire physical training program for naval aviators are developing these characteristics.

Reports emanating from the reserve air bases indicate that the cadets who have graduated from the Pre-Flight Schools are doing commendable work in their primary flight training.

Program Continued at Bases

The physical training program is continued at the air bases and air stations. It is conducted on a modified scale when compared to the Pre-Flight training, but competent staffs carry on where the instructors left off at the Pre-Flight Schools. Facilities are being improved constantly and the physical training program is being carried on in a satisfactory manner.

The dream of less than a year ago is now a vivid reality. Magazine articles have extolled the virtues of the program. Newspaper columnists have lavished high-sounding words on the work that is being done. Moving pictures have portrayed in film and on sound track the features of the daily routine. But anyone who just looks at the cadets realizes that they stand forth as living tributes to the effectiveness of the program and that they are the best advertisements that sports have in the war effort.

Mr. William J. Bingham, Director of Athletics at Harvard University and a member of the Advisory Council, sounded the keynote recently after visiting Chapel Hill when he wrote:

The program at Chapel Hill is designed to teach the cadet to be alert, to be exact, to develop courage, and above all, to be able to take it. The main purpose of the training is conditioning, and 80 per cent of the cadets' day is devoted to that purpose. Boxing, hand-to-hand fighting, wrestling, swimming, soccer, football, basketball, military track, and marching are included in the schedule, with two hours sandwiched in for classroom work. After completing the usual chores about the barracks, the cadets march to their assignments at 7:10 A.M. and the working conditions for the next nine hours are something. When I saw the program outlined on paper last winter, I wondered if our peace-trained youth could take this gruelling. I wondered if they could forget all the rules of sportsmanship they had ever learned, and be convinced that they were to be trained to meet a foe who plays the game of war without rules. Finally, I wondered if they could refute the indictment of being soft. Since May 28, several thousand cadets have been admitted to the Pre-Flight School at North Carolina, and only one boy has turned in his suit.

The marching is at a faster beat than the regulars use; the conditioning exercises are what we call heavy; the body contact games are play with emphasis on body contact; the obstacle course—more than 600 yards—brings into play not only the legs, but the arms, the back, and muscles seldom used. Boys who never believed they could swim more than 25 yards swim a quarter of a mile at the end of three weeks and a mile at the

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end of ten. Lads who closed their eyes when they jumped into water from a ten-foot board, jump from greater heights with their eyes open, stay at the bottom of the pool for five or more seconds, and then swim from 50 to 75 feet to escape the imaginary oil burning on the surface. Before enrolling at this preflight school, some of these boys protested when asked to walk a quarter of a mile to an athletic field. At Chapel Hill hikes up to 40 miles in a single day are the rule rather than the exception.

Between activities, the groups march to the field on the double quick, which means that they run. There is great rivalry between the platoons, each platoon officer working overtime to try to make his outfit the best in the school. There is no officers' club, and yet no better discipline exists anywhere in the U. S. Navy. The pride exemplified by the skipper, his staff, and the cadets was the envy of this civilian observer.

Athletic men know the value of leadership, and I saw real leadership at Chapel Hill. Commander O. O. Kessing,* affectionately known as "Scrappy", is up at 5 A.M. and never back in bed until 10 P.M. During the two days I was privileged to visit this training area, I ran into him everywhere—on the drill field, in the kitchen galley, in the gymnasiums, in the barracks, and in the rear seat of some classrooms. He wears his hat at an angle which tells you the type of officer he is—tough, precise, thorough, strict, and demanding, but with a twinkle in his eye which betrays a sympathetic understanding of men. He has 198 officers under his command, every one of them would follow him anywhere. A short time ago he lined them up and asked how many would volunteer to go to sea. As if by command, 198 hands went up in the air. He looks athletic; he is athletic; and he demands that his staff be just as fit as the boys they are training.

Tom Hamilton's vision is now a reality. He has the best training course yet devised for aviation cadets. I wish that everyone could see their taut muscles, their tanned bodies, and the type of boy who will represent our country in the grim task ahead. They convincingly refute the indictment of the softness of our youth, and they will never forget the training in discipline, confidence, and determination which they are receiving from Skipper Kessing and his able staff. »«

*Commander Kessing was recently detached for sea duty.

Home Calisthenics

(Continued from page 18)

shoulders, feet apart about two feet. If necessary, place something over feet.

Movement: Sit up, and at the same time rotate trunk to the left, touching right elbow to left knee; return to position and repeat, touching left elbow to right knee (20-40 times). After completing this exercise, straighten knees rigidly; sit up, relax trunk as much as possible, and stretch forward a number of times in order to stretch muscles on backs of thighs.

2. Position: Erect, feet apart about one foot, arms vertical.

Movement: Full squat; at the same time swing arms forward, downward, and backward. Return to position, swinging arms downward, forward, and upward (10-30 times).

3. Position: Lying, face down on floor, elbows bent, hands beside shoulders.

Movement: Keeping body straight from heels to shoulders, push up until elbows are straight, and return to position, touching only chest to floor (8-20 times). After arising, from a position of arms crossed in front of chest (elbows straight), fling arms briskly sideward, slightly upward, and backward (6-12 times).

4. Position: Feet apart about two feet, arms sideward horizontally.

Movement: Bend forward, and at the same time twist trunk to the left, touching right hand to floor between feet and swinging left arm to the vertical. Return to position, and repeat on opposite side (10-20 movements).

5. Position: Feet apart, trunk bent forward about forty-five degrees, arms sideward horizontally.

Movement: Bend forward with knees straight, swinging arms downward toward toes; then straighten back to the original position (forty-five degrees), and swing arms vigorously to side horizontal, and press backward. This is a slow, powerful movement (6-12 times).

6. Position: Sitting on floor, knees straight, arms extended forward.

Movement: Keeping knees straight, bend trunk as far forward as possible, reaching forward with hands and doing three bouncing movements forward, attempting to reach farther on each movement. On the fourth count return to position (6-10 times).

7. Position: Knees bent and trunk bent forward, hands on floor about one foot in front of toes, arms parallel.

Movement: Thrust legs backward to rest on toes with body straight from shoulders to heels, and return (10-20 times).

8. Position: Feet apart about two feet, hands clasped and held rather high over right shoulder.

Movement: Bend forward and make a vigorous chopping motion outside left foot. Return to erect position with hands above left shoulder, and repeat chopping outside right foot. Continue, alternating sides (10-20 times).

9. Position: Hands clasped on top of head, feet parallel, left foot slightly ahead of right foot.

Movement: Squat downward rapidly until right hip is over right heel. Spring upward until knees are straight and feet have cleared the floor, and change position of feet so that right foot is now forward. Drop to the squat position with left hip over left heel, and repeat the movement, alternating feet. This is a fast, continuous movement (10-30 times).

10. Position: Lying on back, hands by sides, palms down.

Movement: Keeping knees straight, raise legs upward until knees are nearly over face, and return to position (10-20 times).

11. Position: Standing erect, feet apart about one foot. Stand somewhat pigeon-toed.

Movement: Rise alternately on toes and heels, inhaling deeply when rising on toes and exhaling deeply when rising on heels.

Blue Drill for Boys and Men

1. Position: Lying on back, hands behind head, feet separated about two feet. If necessary, place something across ankles to hold feet down.

Movement: Sit up. At the same time rotate trunk to left and touch right elbow to left knee. Return to position, and repeat, touching right elbow to left knee (30-60 times). After completing this exercise, straighten knees rigidly; sit up, relax trunk as much as possible, and stretch forward a number of times in order to stretch muscles on backs of thighs.

2. Position: Standing, arms upward.

Movement: Swing arms forward, downward, and backward, going to a full squat as arms go downward, straightening knees again on the back swing. Then swing arms downward, forward, and upward, again going to a full squat on the downward swing and straightening knees on the upward swing. Repeat this movement rhythmically (10-20 times). The movement of the arms and the timing are much like the preparatory swing for the standing broad jump, but somewhat slower.

3. Position: Lying, face down on floor, elbows bent, hands beside shoulders.

Movement: Keeping body straight from heels to shoulders, push up until elbows are straight, and return to position, touching only chest to the floor (12-30 times). Do the exercise until it becomes very difficult to push up. Then drop knees to the floor, bending knees to right angles, and continue to push up eight or ten times more, keeping body straight from shoulders to knees. After arising, from a position of arms crossed in front of chest (elbows straight), fling arms briskly sideward, slightly upward, and backward (6-12 times).

4. Position: Feet apart about two feet, arms vertical, interlocking thumbs.

Movement: Rotate trunk to the left, and bend forward over left leg, touching the floor by left foot as far away from foot as possible. Return to position, and repeat on opposite side (10-

20 movements). This exercise should be done rather rapidly.

5. Position: Standing, hands behind head.

Movement: Bend forward, at the same time bending head and back forward sharply. Then straighten back until at an angle of forty-five degrees with the floor, pulling head backward hard, resisting with hands, at the same time pulling elbows far back. Bend forward again, and repeat. This is a slow, powerful movement and should be repeated about 12 times.

6. Position: Knees and back bent, hands on floor about one and one-half feet in front of feet.

Movement: Straighten knees as much as possible, and return to position (10-15 times). This movement is primarily to stretch muscles on backs of thighs; hence knees should be straightened vigorously.

7. Position: Squat downward and bend forward, hands on floor about six inches in front of feet, arms parallel.

Movement: Thrust legs backward, knees straight, resting left foot on floor and raising right leg vigorously upward and backward. Body should be straight from shoulders to foot resting on floor. Return to position, and alternate feet (10-20 times).

8. Position: Lunge forward with left foot about three and one-half to four feet in front of right foot, trunk leaning forward in a straight line with rear leg, arms upward in line with rear leg and trunk.

Movement: Bend forward, touching hands to floor about two feet in front of front foot and return to position. Repeat about ten times with left foot forward and then an equal number of times with right foot forward. Emphasize the upward movement, and force arms backward and upward, keeping elbows straight.

9. Position: Hands clasped on top of head, feet parallel, left foot slightly ahead of right foot.

Movement: Squat downward rapidly until right hip is over right heel. Spring upward until knees are straight and feet have cleared the floor, and change position of feet so that right foot is now forward. Drop to the squat position with left hip over left heel, and repeat the movement, alternating feet (20-50 times). On the last ten movements, jump at least one foot off the floor.

10. Position: Feet apart about two feet, arms by sides.

Movement: Bend forward and reach down, exhaling. Return to erect position and inhale (10-20 times).

11. Position: Standing erect, feet apart about one foot. Stand somewhat pigeon-toed.

Movement: Rise alternately on toes and heels, inhaling deeply when rising on toes and exhaling deeply when rising on heels.

Red Drill for Girls and Women

1. Position: Lying on back, arms by sides. It helps to have the feet under something.

Movement: Bend head and chest forward, and slide hands down fronts of thighs until finger tips reach knees, keeping knees straight. Return to position (10-20 times). For somewhat stronger girls: continue the movement until sitting erect. After completing this exercise, straighten knees rigidly. Sit up, relax trunk as much as possible, and stretch forward a number of times in order to stretch muscles on backs of thighs.

2. Position: Erect, arms vertical.

Movement: Bend knees until squatting down on heels, bending slightly forward, placing hands on floor in front of feet. Then return to standing position, swinging arms forward and upward to the vertical, stretching upward (10-20 times).

3. Position: Lying on floor, face downward, hands on floor opposite shoulders.

Movement: Push the shoulders and chest upward from the floor, leaving legs and hips on the floor (6-15 times). After arising, from a position of arms crossed in front of chest (elbows straight), fling arms briskly sideward, slightly upward, and backward (6-12 times).

4. Position: Feet apart about one and one-half to two feet, hands on hips.

Movement: Rotate trunk sideward to the left, at the same time bending forward over left thigh. "Bounce" trunk downward twice more and return to position, repeating the movement on the opposite side (8-12 times).

5. Position: Feet apart, elbows flexed forward so that elbows are slightly on front side of chest and hands on front side of shoulders, trunk leaning forward about forty degrees.

Movement: Rotate arms outward until hands are at sides of shoulders. Pull shoulders and arms backward and at the same time pull chin in hard. This is a slow, powerful movement (6-12 times).

6. Position: Feet apart about one and one-half to two feet, hands on hips.

Movement: Bend forward with trunk as relaxed as possible and knees straight. "Bounce" trunk downward twice more, attempting to bend more deeply with each bounce, and return to position on the fourth count (10-15 times).

7. Position: Squatting on heels, hands between knees and placed on floor six inches to one foot in front of feet.

Movement: Thrust legs backward until body is straight from shoulders to heels. Then jump the feet apart about two feet, and return to original position in reverse order (8-12 times).

8. Position: Feet apart, hands clasped and raised rather high over right shoulder.

Movement: Bend forward, swinging arms and hands between legs in a sort of exaggerated chopping movement. Return to position with hands over left shoulder, and continue, alternating sides (16-20 times).

9. Position: Attention.

Movement: Squat downward, bending forward slightly and keeping heels on floor. Raise arms forward at the same time. Return to position (10-20 times).

10. Position: Lying on back, hands by side, palms down.

Movement: Bend knees, and raise knees upward until thighs are pressed hard against abdomen. Exhale as legs come up, and inhale as you return to original position (10-20 times).

11. Position: Erect, feet parallel and separated about one foot.

Movement: Rise on toes and return; then rise on heels and

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return (20-40 times). Inhale deeply when rising on toes, and exhale deeply when rising on heels.

White Drill for Girls and Women

1. Position: Lying on back on floor, hands in front of thighs.
Movement: Sit up, at the same time raising and sliding feet on the floor toward hips. Reach forward with arms as far as possible. Return to position (10-30 times). After completing this exercise, straighten knees rigidly; sit up, relax trunk as much as possible, and stretch forward a number of times in order to stretch muscles on backs of thighs.
2. Position: Attention.
Movement: Jump feet apart about two feet, and swing arms sideward and upward. Return with a jump to original position (10-30 times).
3. Position: Reclining, face downward on floor, knees bent to right angles, hands on floor aside shoulders.
Movement: Keep body in a straight line from knees to shoulders, and push up until arms are straight, and return to position (6-15 times). After arising, from a position of arms crossed in front of chest (elbows straight), fling arms briskly sideward, slightly upward, and backward (6-12 times).
4. Position: Feet apart about two feet, hands on hips.
Movement: Bend trunk straight forward, and at the same time twist trunk sharply to the left. Return to position and repeat on opposite side (10-15 times).
5. Position: Feet apart, trunk bent forward about forty-five degrees, elbows forward, finger tips on shoulders.
Movement: Swing elbows to the side and backward, at the same time pulling chin in hard. This is a slow, powerful movement, not a fast, rhythmical one (8-12 times).
6. Position: Sit on floor, knees straight, arms forward, hands on thighs. Trunk is as relaxed as possible.
Movement: Bend forward and "bounce" three times, trying to bend forward farther each time. Reach forward as far as possible along ankles with hands.
7. Position: Attention.
Movement: Bend knees and bend trunk forward, placing hands on floor in front of feet, and thrust feet backward until body and legs form a straight line. Return in reverse order (8-16 times). Learn to do this rather rapidly.
8. Position: Feet apart about two feet, arms vertical.
Movement: Bend forward, bending knees slightly; swing arms between legs, touching finger tips behind a line running between the two heels. Return to erect position, stretching upward vigorously (10-20 times).
9. Position: Standing erect, elbows flexed forward, and elbows raised slightly backward.
Movement: Full squat, raising heels from floor, and thrusting arms forward for balance. Try to keep trunk as erect as possible (15-30 times).
10. Position: On floor, lying on back, arms by sides, palms down.
Movement: Alternately raise left then right leg to the vertical, keeping knee straight (10-20 times).
11. Position: Erect, feet parallel and separated about one foot.
Movement: Rise on toes and return; then rise on heels and return (20-40 times). Inhale deeply when rising on toes, and exhale deeply when rising on heels.

Blue Drill for Girls and Women

1. Position: Lying on back with feet apart and held down, elbows flexed, finger tips on shoulders.
Movement: Sit up, bend slightly forward, and touch right elbow to left knee. Return to position and repeat, touching left elbow to right knee (20-40 times). After completing this exercise, straighten knees rigidly; sit up, relax trunk as much as possible, and stretch forward a number of times in order to stretch muscles on backs of thighs.
2. Position: Attention.
Movement: Bend knees and squat downward until buttocks rest on heels, and return to position. Then bend forward, stretching hands toward toes and return to position. Continue to alternate the movements (10-20 complete movements).
3. Position: Reclining, face downward on floor, knees bent to right angles, hands on floor aside shoulders.
Movement: Keep the body in a straight line from knees to shoulders and push up until arms are straight, and return to position (8-20 times).
4. Position: Feet apart, arms vertical.
Movement: Rotate trunk to the left and bend forward over left leg. Touch fingers to floor by the side of left foot, reaching as far as possible. Return to position and repeat on opposite sides (10-16 times).
5. Position: Hands behind head, trunk bent forward about forty degrees.
Movement: Bend head and chest forward and return to position with elbows pressed backward, and contracting back muscles vigorously (10-15 times). This is a slow, vigorous movement, and should not be done in fast rhythm.
6. Position: Knees and back bent, hands on floor about one and one-half feet in front of feet.
Movement: Straighten knees as much as possible, and return to position (10-15 times). This movement is primarily to stretch muscles on backs of thighs; hence they should be straightened vigorously.
7. Position: Knees and back bent, hands on floor in front of feet.
Movement: Thrust both legs to the rear, then raise left leg with knees straight sharply upward. Return to position in reverse order. Alternate leg which is raised (10-16 times).
8. Position: Lying on floor, face downward, finger tips on shoulders, elbows by sides. Raise trunk and legs from the floor, resting on abdomen. At the same time rotate arms outward as though trying to touch shoulders together behind (10-20 times).
9. Position: Hands on top of head, feet about a foot apart and left foot slightly ahead of right foot.
Movement: Squat downward and make three rather high bouncing movements. Return to position on fourth count. When returning to position, jump slightly and change position of feet (10-20 times).
10: Position: Attention.
Movement: Raise knees alternately about as high as hips, swinging arms and performing a rather slow stationary walk with high knee action. Inhale while doing two steps, and exhale doing two steps (20-30 steps).
11. Position: Standing erect, feet apart about one foot. Stand somewhat pigeon-toed.
Movement: Rise alternately on toes and heels, inhaling deeply when rising on toes and exhaling deeply when rising on feet. ««

Pre-Military Conditioning

(Continued from page 29)

cent. The standard in the floor dips required the student to touch the chest to the floor and not the chin as is so often done. The highest number of floor dips recorded in any class was 97. The lowest number of floor dips recorded at the end of the term was 16. This man's beginning score was 6.

The last test employed was the standard jump and touch for height. This test gave evidence of the lowest gains of the three employed. The average increase in height jumped in one sample class amounted to slightly more than one inch.

Records for certain other events taken from the sample class are listed as follows:

1. Chinning, 27.
2. Push-ups, 97.
3. Jump and touch, 10′ 1″.
4. Rope climb, 5.0 seconds.
5. Pole climb, 4.6 seconds.
6. Wall scale, 6.5 seconds.

7. Tunnel head first, 8.1 seconds.
8. Tunnel feet first, 11.9 seconds.
9. Rope ladder, 5.7 seconds.
10. Horizontal ladder, 9.3 seconds (2 lengths).
11. Standing broad jump, 9′ 8″.
12. Running broad jump, 18′ 8″ (with tennis shoes)
13. High jump, 5′ 2″ (with tennis shoes).
14. Indoor obstacle course, 1 minute 45.5 seconds.
15. Outdoor obstacle course, 9½ minutes.

A Popular Course

Safety Skills has been a popular course with the students. Approximately 250 men enrolled in its five sections and only a few dropped out during the course of the term. Most of the men were aware that they will need all of the physical conditioning possible when they enter military service and their attitude was reflected in the way they went at their work.

Grades were determined on an objective basis which presented a challenge to every class member. Daily feuds were fought on the climbing ropes. Contests were staged in the wall-scaling event and it is rumored that some side bets were laid on the running of the outdoor obstacle course.

Each time a new testing day came around, the field house took on the atmosphere of a miniature Olympic Games with every fellow striving as hard as he could. It was the challenge of the difficult stunts and the competitive spirit which that challenge aroused which seemed to be largely responsible for the increased strength of the men and the all-round physical conditioning which they demonstrated.

When it became known that Michigan State College had a really effective conditioning course, inquiries concerning its equipment and content started to pour in from other institutions. Newspapers gave the course a great deal of publicity in the Midwest and 20th Century Fox Movietone News, spent five hours one day shooting hundreds of feet of film for use in a news short. It is needless to say that the boys who performed before the cameras "gave their all," and when this sort of demonstration is stretched over a period of five hours, fatigue has a way of creeping into the picture. One of the performers, Merle Jennings, who has won two National Intercollegiate wrestling titles, remarked later that he didn't bother with dinner that evening; his bed looked too attractive.

Although complete records on the weight changes for men in the course have not been computed to date, several changes have been brought to our attention. One student weighing 248 pounds at the start of the term checked out at 220 pounds and numerous cases of 15-pound reductions among 200 pounders are in evidence. Among the men who started the course as lightweights evidence of gain is common. The highest known gain among the lighter students was 10 pounds. All of the boys report that they are sleeping better these days and that there doesn't seem to be anything wrong with their appetites. »«

Visual Aids

(Continued from page 19)

U. S. Public Health Service films should be ordered from the Surgeon General in Washington, D. C. No charge is made for the use of these, but the borrower pays transportation costs. The addresses of State agencies handling films listed in the other catalog appear in the front of the book. Orders for these films should be sent to the particular State agency and *not* to the Public Health Service. Usually a small fee is charged.

Film Strips

In addition to motion pictures, the Public Health Service handles a collection of film strips with recorded narration. These are single frame pictures, on a 35 mm. film strip, arranged to tell a complete story. They are more like lantern slides than movies. The narration is recorded on 16 in. discs, at slow speed (33 r.p.m.). Each record runs 15 minutes. These materials require special projection equipment, of the Illustravox type, but are easy to exhibit, inexpensive, and very effective. Subjects particularly recommended for school use are listed below:

1. "First Aid." Follows the Red Cross standard course; can be used to augment regular first-aid instruction.

2. "Ka Choo!" About common colds. Emphasizes need for rest in bed, plenty of liquids, and isolation to prevent the spread of infection.

3. "Cause and Effect." Simple accident prevention. —Made primarily for industrial situations, but contains much of general application. There is no preach-

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ment, merely an explanation of the causes of accidents and a plea that these be removed to prevent the effects.

4. "Food and Power." A brief treatment of the essentials of good nutrition. Food is dealt with as potential power, and the listener is urged to make the most of it. The materials tell how.

5. "Safe Water." Describes sanitary requirements of good water supply. Shows how diseases are transmitted through water, and the various ways to stop this transmission.

Many schools already have film strip projectors with phonograph attachments. Others will be acquiring these, because they represent such a convenient and economical medium of visual instruction. The Public Health Service is favoring, more and more, this vehicle of health education, and the same trend is observable in other agencies. The equipment is so compact and portable that it can be set up at a moment's notice, anywhere. It is so easy to operate that an untrained child can handle the job. It is not a good medium for large audiences, but is especially adapted for classroom use. »«

The Hard of Hearing Child

(Continued from page 21)

ear condition, he is given daily care by the school nurse; if needed, at the school ear clinic. Other splendid measures for the relief of hard of hearing pupils have likewise been introduced.

The children come to school on city busses from all districts to a centrally located building. Their fare is furnished by the State Department of Education. If the smaller ones need guides their fare is also furnished. Sometimes an older brother or sister is transferred to the same building.

In 1940, however, a survey was made by the State Department of Education in all the public schools of Akron, which showed that many more children needed lip reading and speech improvement than what the Conservation of Hearing Class offered. In other words, a certain percentage of acoustically handicapped children only had been reached.[7]

A Wider Program Needed

The Committee appointed by the New York City Board of Education for the Study of the Care and Education of Acoustically Handicapped Children, believes that a complete and comprehensive compensatory educational program for the acoustically handicapped would include the following depending upon the needs of the individual pupil:

1. A favorable seat in the regular class. A favorable seat means a seat as near the teacher as possible for maximum use of hearing and an unobstructed view of the teacher's face for lip reading.

2. A favorable seat in the regular class and lip reading instruction.

3. A favorable seat in the regular class, lip reading instruction, a hearing aid, and special tutorial service.

4. Partial attendance in the regular class for certain subjects and partial attendance in a special class for the acoustically handicapped in the regular school for normally hearing children.

5. Full attendance in a special class for acoustically handicapped children in a regular school for normally hearing children.

6. Full attendance at a special day school for acoustically handicapped children.

7. Full attendance at a residential school for acoustically handicapped children.[8]

Public school authorities in European countries realized as far back as the end of the past century that the hard of hearing child needed a special education to enable him to face the future unafraid, and also that he stood in need of vocational training far more than the child whose hearing was normal. This is a need that has yet to be met in the United States on a far larger scale than has been the case in the past.

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3. "Our Schools Must Promote Health," Dr. William H. Johnson, Superintendent, Chicago Public Schools, JOURNAL OF HEALTH AND PHYSICAL EDUCATION, March, 1942.
4. *How to Help Your Hearing,* Louise M. Neuschutz, (New York City: Harper & Brothers, 1940) 147.
5. "What Should be Done for the Hard of Hearing Child in a School for the Deaf," *Volta Review,* September, 1937.
6. "A Program for Hard of Hearing Pupils," Boyd E. Nelson, *Volta Review,* June, 1942.
7. "The Conservation of Hearing Class in Akron, Ohio," M. Lorraine Amos, *Volta Review,* March, 1941.
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»«

Recreation: A Challenge

(Continued from page 23)

D. C., Maryland, Delaware, Virginia, Key West, the Panama Canal, Virgin Islands, and Puerto Rico, has demanded the same of her leaders upon whose shoulders rests a very difficult task in the handling of civilian recreation. The job can be done. Personnel can be found. But it is difficult—too difficult.

There are of course different levels upon which a recreational program can be built. We might mention the following:

1. *The Predominantly Physical.*—Techniques, games, and the like. May be highly organized as in the case of military drills or heavy gymnastics or the ballet. May be "free" as in the playing of either social or solo games. Advantages consist in instinctive satisfaction. Lets off steam. Keeps people busy and "out of mischief." Builds organic power, stamina, and reserve. Toughens you up. May build skills and

may be educative. Takes up the mind, requires concentration and self-mastery, prevents thinking (if and when this is an advantage). Should form the main substratum of the first years, including infancy, childhood, and adolescence.

2. *The More Essentially Emotional.*—Any program must be emotionally satisfactory or it will be doomed justifiably to failure. Often programs are emotionally weak.

Certain pursuits are largely emotional and in general the onlooker pastimes are of this order. These may be very good or they may be brutalizing. Listening to a great orchestra is a worth-while pursuit. Or beholding great works of art. Or just lying on one's back and looking straight up into the thin blue of the depthless sky, or watching the tide come in or gazing upon the stars at night. Looking at dog or cock fights, or bull fights is a little more questionable. Music, singing, dancing are all emotional arts but they are vastly worth while. To a person in love everything is recreation. To a man in a concentration camp nothing is recreation except phantasying which might center about ideas of escape or vengeance.

3. *The Mental.*—Mathematics and pure science are of course among the greatest of all mental recreations. The same would be true of philosophy, art, or invention.

Puzzle solving, plot building, detective story unravelling are all mental recreations.

As Paul Gallico points out in his *Farewell to Sport,* people of exceptional intelligence rarely go in for physical recreation. But the research worker may be said to spend his entire life in one long glorious adventure in recreation.

The need for good recreationalists is pressing and increasingly urgent. This need will grow as the war effort expands and as the number of men in service mounts and the factor of front becomes more concentrated. But after the war recreation will not be through. Its task will continue to grow because winning the peace and solving the problems of reconstruction is going to be tough, to say the least. Men must find relief. They must play, or they are liable to become destructive. Good sportsmanship is rare if we face the problem squarely. Men do not appear to come by it naturally. They need help and careful leadership.

To be a good recreationalist it is necessary to have the widest possible background in native ability, experience, and educational preparedness. More than a how-de-do knowledge of the social sciences is essential. Sociology, anthropology, ethnology, history, comparative archaeology, economics, psychology, neurology and psychiatry, to say nothing of a working knowledge in physiology and pathology are *some* of the subjects which are basic. Upon these should rest an understanding of the arts, science, and philosophy and last of all but least in importance, facility and practice in the techniques of physical education and game playing.

Where can you get such a personnel? In the past you couldn't. But a new profession of recreation is emerging, as the problems of social engineering become more and more complicated. By and by the colleges may wake up to their obligations in this area. Then we can breathe more easily. Until then, we must rely upon certain people to guide our steps through the first phases of our progress. »«

Be the Gym Teacher

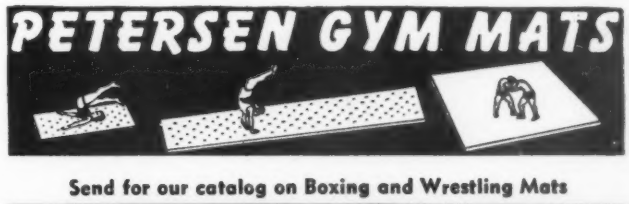
(Continued from page 14)

Adults complain of being tired because they are so busy with block activities or Red Cross classes. By this conditioning drill they would achieve a physical fitness which would enable them to meet the extra demands of war time.

Many of these home gym teachers are block messengers. The best boy and girl of the group could be chosen to lead a demonstration of the exercises performed by a volunteer group of parents at a block meeting. Adults without children might try the exercises once at the meeting, and be given a set of red, white, and blue cards to take home. Be the gym teacher in your home, and reach the civilian population!

Efficiency on the production line can be no greater than the physical fitness of the workers on that line. So that the strain of working day to day may not impair either the production rate or the health of the worker, the worker must be in a better physical condition than his job demands. That is, he or she must have a residue of energy left when the day's work is over.

THE following figures are taken from "Human Resources for a Total War," (*Life,* Oct. 20, 1942).



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In 1943, there will be fifteen million girls and women in civilian production, more than six million in the war effort; approximately twenty-one million men and boys in civilian production, and nearly twenty-four million men in the war effort, exclusive of the nine million men in the armed forces and the women in the rapidly growing branches thereof. A manpower total of sixty-six million!

Eight per cent of the total number of workers are absent every day! Illness, pay-day drunks, lack of endurance, are the reasons. Assuming that this physical fitness program would reduce absence by one per cent—this means a saving of more than two and a half million work-hours a week. The loss of two and a half million work-hours a week is a greater loss than an airplane carrier sunk! How many bombers, how many airplane carriers, how many guns, could have been constructed, had those hours been saved!

If such a national program of fitness could be effected through the schools this would be due contribution to the war effort.

What more could the high school student do to help win the war? Be the gym teacher in your home.

The Iowa Plan

(Continued from page 35)

are used in classwork, are emotional and social in nature and call for reactions toward playmates which may or may not be fair, considerate, and helpful, all depending upon what the group's chosen standards are. Likewise intrinsically the play activities involve health and safety factors which call for practices which will make playing a healthful and safe experience. Children are led to determine these practices and to work to accomplish them as they engage in the motor activities. To make sure of this, *Section 8,* "Health and Character Associates," is added to the play unit. It is understood by the children, of course, that the practices which they list under *Section 8* are a part of the unified play experience as each activity of that unit is participated in.

9. Reference books are a part of the equipment of the physical education program when conducted according to the Iowa Plan. The children need a copy of the Plan, using it as a guide. They also need a book which contains descriptions of a large variety of play activities of the types the unit calls for. This reference book serves as a source and is used extensively by those who can read. Comprehension in reading is put to a practical test. Can the children make the game work? If not, then back to the reference book they go.

10. The small play group permits each child to get frequent or continuous participation in each activity. Groups share the use of equipment by taking turns. This gives the equipment maximum use. Adequate amounts of balls, bats, etc., are of course associated with frequency in use, but it is surprising to note that the amount of equipment both in kind and number needed for a diversified and rich program can be assembled at reasonable cost.

11. Since children in an Iowa Plan school learn to help each other and themselves meet their play needs, they possess the knowledges, skills, and attitudes for all-out participation during a free play period. Free play is thus revolutionized. Relegated to the past is the common and familiar four-group disorganization, where a few, perhaps the older boys are seriously playing; many, often the younger ones stand around doing nothing; a few run aimlessly here and there; and the rest spend their energies disrupting what constructive play is going on. Rather the playground or school room is alive with busy, happy boys and girls all wholesomely engaged in meaningful activities.

12. Boys and girls learn to set for each activity in the unit their own standards of performance, of healthful living, and of social conduct. The process of helping each other gives occasion to study and rate performance, to become aware of degrees of helpfulness and cooperation in relation to all the health, safety, and emotional, as well as skill aspects of the activity, and to realize that attention must be given to each individual's progress in the light of his special needs and abilities.

THE procedures just described are the unique and distinctive features of the Iowa Plan of Physical Education. It is believed that wherever a conscientious teacher makes use of these procedures for the learning of play activities she will be the instrument through which the child's resources will be built—his indispensable physical resources basic to all life, growth, accomplishment, and service; his recreational resources; his resources for democratic living. Such a good society, an enduring country, and a world brotherhood. »«

Recent Films

(Continued from page 33)

The Shakers

Doris Humphrey, Charles Weidman and Group. 1 reel. Silent. Black and White.

The film is not a record of the dance as seen on the stage, but it is rather an attempt at presenting the religious sect of the Shakers as a fanatical group of repressionists, dramatically swayed by the emotional life of the leaders of the group. This film will be best appreciated by university students and adult groups.

Mr. Thomas Bouchard is a pioneer in resolving the problems of dance photography, both still and motion and is the producer of these extraordinary films.

Distributors: Pauline Nelson, Film Editor, 10 Monroe Street, New York, New York. Thomas Bouchard, 80 West 40th Street, New York, New York.

Posture for Poise

1941. 2 reels. Silent. Black and White.

One of the best of its kind. Especially good for girls in high school and college. Subjects are girls at the University of Iowa. Scenes of poise and posture are shown in relation to every day activities. A few exercises to improve body mechanics are demonstrated.

Distributor: Department of Visual Instruction, Extension Division, University of Iowa, Iowa City, Iowa.

Although First Aid is of course not physical education, I am including in this list two very fine first-aid films. Physical education teachers all over the United States are playing such a large part in the teaching of first-aid classes that it seems appropriate to call these films to their attention.

Before the Doctor Comes

1942. 4 reels. Sound or Silent. Black and White. Screening time 37 minutes.

This film was carefully prepared by the American Red Cross and is meant to be used as an aid to the first-aid classes.* The demonstrations in this film are more like the methods and examples taught by the Red Cross First-Aid teachers than in the first-aid film produced by Dr. Sarnoff.

Reel I. How to control bleeding. The care of shock. A chart of the arteries drawn on a man's body, makes the pressure points unforgettable.

Reel II. Artificial respiration. How to care for burns.

Reel III. Leg fractures. How to apply half-ring, improvised splints. Animated diagrams of traction applied.

Reel IV. Arm fractures. How to apply Murray-Jones, improvised splints. Transporting victims.

Instruction film guide accompanies the silent film version to take the place of the narration in the sound films.

Distributor: Mr. Harold F. Enlows, Director, First Aid, Water Safety and Accident Prevention, 19 East 47th Street, New York, New York.

First Aid

1942. 6 reels. Silent. In color or black and white. A sound version is in preparation.

The series follows the general line of presentation that is used in the Official Red Cross handbook. Bell and Howell Company has exclusive distribution of these pictures produced by a New York surgeon and medical cinematographer, Dr. Jacob Sarnoff.

Reel I. Bleeding. Resuscitation. Shock. Principal blood vessels and pressure points to check hemorrhage are shown.

Reel II. Treatment of wounds. Burns.

Reel III. First aid in fractures.

Reel IV. Fixed traction splinting.

Reel V. Transportation of the injured.

Distributor: Bell and Howell Company, 1801 Larchment Avenue, Chicago, Illinois. »«

*To order this American Red Cross film, it is necessary to have the approval of your local Red Cross Chapter.

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New Books Received

The Principles of Physical Education. Jesse Feiring Williams. (Philadelphia: W. B. Saunders Company, 1942) 392 pages, $3.00. Fourth edition.

Dr. Williams outlines clearly the principles of physical education and views physical education in relation to life and life's needs. In this revised "Fourth Edition" much new material has been included. Physical education in relation to the war emergency is discussed; new statistical information, new tables, new references, and new questions at the end of chapters are extremely helpful to teacher and student.

Physical Conditioning—Exercises for Sports and Healthful Living. George T. Stafford and Ray O. Duncan. (New York: A. S. Barnes and Company, 1942) 110 pages, $1.00.

This book is primarily intended for use by the coach and athlete but can be used to great advantage by anyone who wishes to get in good physical condition. The exercises have been especially designed to help all parts of the body. Diagrams illustrate the exercises described.

Touch Football. John V. Grombach. (New York: A. S. Barnes and Company, 1942) 82 pages, $1.00.

The book was prepared especially for the use of the officers and men in the armed services and includes the rules, fundamentals, formations, and principles of defense and offense. It is one of the books in The Barnes Dollar Sports Library.

Team Sports for Women. Alice W. Frymir and Marjorie Hillas. (New York: A. S. Barnes and Company, 1942) 205 pages. Revised edition.

The authors have revised "Team Sports for Women" so that it conforms with the latest rule changes. A thorough analysis of technique and plays is presented for basketball, field hockey, soccer, softball, speedball, and volleyball. Each sport is analyzed as follows: individual technique, offensive and defensive individual play, offensive and defensive team tactics, players and their positions, sample examinations and selected references.

Visual Aids in Safety Education. National Education Association. (Washington, D. C.; 1201 Sixteenth Street N.W., 1942) 59 pages, $.25.

The bulletin contains reviews of silent and sound motion pictures, sound-slide films, film strips, lantern slides, alphabetical and cross reference lists, distributors of safety films and slides, and sources of safety posters.

Curriculum Problems in Health and Physical Education. Vaughn S. Blanchard. (New York: A. S. Barnes and Company, 1942) 128 pages, $1.50.

In this vital book the author has drawn upon his years of experience in public school work. He presents the fundamental problems of curriculum construction and shows how these problems can be met. The guiding principles of construction are carefully presented in relation to the problems as they exist within the school and particularly the physical education plant itself.

A History of Physical Education in the United States. Norma Schwendener. (New York: A. S. Barnes and Company, 1942) 237 pages. $2.00.

This "History of Physical Education in the United States" reflects the social, religious, economic, and political scene influential in each period of American life. Systems, originations, and movements, countrywide in scope, have been selected for discussion. An effort is made to stress the ideas and movements so important in terms of the changing scene of the new world.

Health Facts for College Students. Maude Lee Etheredge. Revised. (Philadelphia: W. B. Saunders Co. 1942) 364 pages.

Dr. Etheredge has written this book with the knowledge in mind that college students are in an important formative period and they, therefore, should have access to interesting, simple, and authoritative health statements. She discusses nutrition and proper diet, common illnesses, mental health, venereal diseases, and community health problems. In this edition the social emphasis of the various subjects considered is noticeably increased.

Lady Be Fit! Dorothy Nye. (New York: Harper & Brothers, 1942) 91 pages.

This is a very interesting book for women on how to become physically fit in order to withstand the rigors of war living and working. Miss Nye discusses the reasons for good physical conditioning and then gives helpful exercises supplemented by explanatory illustrations for relieving strain in different sets of muscles. She treats her subject in a very lively manner and the illustrations are amusing and informative.

Municipal and County Parks in the U. S., 1940. Report of study under direction of George D. Butler. (New York: National Recreation Association, 1942) 173 pages.

This report records the extent to which hundreds of cities and counties have prepared themselves to serve the leisure-time needs of their citizens. It is intended to stimulate the interest of those communities whose park resources are inadequate. The contribution which parks are making to the war effort will assure them a significant place in the planning and life of our cities after victory has been achieved.

The Feast of Raymi. Charlotte Perry. (New York: J. Fischer & Bros., 1942) 9 pages, plus music and description of dances, $1.50.

This is the story of Pizarro and the Incas, set to music and made more interesting by the addition of dances. It is a very good project for challenging the interest and ingenuity of twelve-year-olds.

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